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AUTHOR Qafisheh, Hamdi A.  
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ABSTRACT

This volume, developed for an introductory course in Gulf Arabic, utilizes the dialect of Abu Dhabi, a leading member of the Federation of Arab Emirates on the Persian Gulf. Although specifically developed for the University of Arizona Environmental Research Laboratory personnel, it can be used as a beginning textbook for college students and petroleum companies whose interests are linguistic, historical, economic, political, or social. Each of the 22 units contains: (1) a dialog or basic text built around a single topic of interest, (2) a translation of the text into English, (3) new vocabulary occurring in the text, (4) additional vocabulary related to the vocabulary in part three, (5) new grammatical points in the text, (6) pronunciation (included in the first 9 units only), and (7) practice drills. Unit 15 provides a review, and an Arabic-English glossary is appended. (Author/MD)

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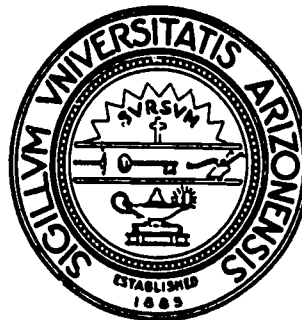
# BASIC GULF ARABIC

Based on

Colloquial Abu Dhabi Arabic

by

HAMDI A. QAFISHEH



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University of Arizona  
Environmental Research Laboratory  
Tucson, 1970

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## Preface

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Tucson, 1970

HAMDI A. QAFISHEH

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## INTRODUCTION

### 1. The Arabic Language

In the Arab world, colloquial dialects vary not only from country to country and town to town, but even from village to village. Strictly speaking, we cannot speak of a colloquial dialect of a particular country or town or village, because speakers of a particular dialect differ among themselves, mainly due to their educational and cultural backgrounds. In addition to these colloquial dialects, there is a superposed standard language commonly referred to as Modern Standard Arabic<sup>1</sup>, the revered language of pre-Islamic poetry, the Koran, and the medieval classics of Arabic literature<sup>2</sup>.

MSA is learned by Arab students after their initial acquisition of a colloquial dialect of spoken Arabic. It is used on formal and less formal occasions--speeches, discussions, debates, news broadcasts, and in schools and universities, being the medium of instruction. Furthermore, newspapers and textbooks all over the Arab world are written almost exclusively in MSA.

Differences between MSA and the colloquials are apparent in phonology and morphology, for the most part a matter of deletion of MSA inflections; e.g., case inflections, dual forms

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<sup>1</sup>Other names currently used are "Contemporary Arabic," "Contemporary Standard Arabic," "Modern Literary Arabic," etc. The name abbreviated MSA, however, is intended to represent the language both spoken and written.

<sup>2</sup>For a more detailed introduction to this literary language, see "Carabiyya," Encyclopedia of Islam, New Edition, pp. 561-574.

for pronouns and verbs, and feminine plural inflections of personal pronouns and verbs of MSA are not present in most of the colloquials. Syntactic features of MSA and any colloquial dialect of Arabic are the same.

Gulf Arabic is based on the dialect of Abu Dhabi, a leading Trucial State on the Arabian Gulf. There is a lot in common between ADA and the rest of the Eastern Arabian dialects. The Eastern Arabian dialect group comprises Kuwaiti, Bahraini, Qatari, and the dialects of the Trucial Coast.

The fact that these differences exist, however, should not be allowed to obscure the fact of their essential unity as a dialect group. The coastal dialects from Kuwait to Khor Fakkan have many more features in common than differences, and can be clearly distinguished as a group from the dialects of Oman, S.W. Arabia...<sup>3</sup>

Much has been written on the history and politics of the Arabian Gulf area, but few language textbooks have been published. Those language textbooks are limited in scope and lack a modern linguistic treatment. The grammatical drills are limited in number and type and are unsuitable for classroom use.

## 2. The Informants

My informants are three pure natives of Abu Dhabi. They are at present completing in English and in the operation of power/water/food facilities at the University of Arizona. As other Abu Dhabians, they have come in direct contact with a lot of Arab immigrants--Egyptians, Palestinians, Lebanese, Syrians, and Iraqis. The influence of the dialects of those

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<sup>3</sup>T. M. Johnstone, Eastern Arabian Dialects, London: Oxford University Press, 1967, p. 18.



immigrants on the Abu Dhabi dialect has been so great that the natives look down upon their pure dialect and they are conscious of its inferiority to the more prestigious dialects of urban centers in the Arab world or MSA. It is doubtful that the Abu Dhabi dialect will survive for a long time due to the influence of the dialects of other speakers. The author has run across contrast of styles in the same speaker on different occasions. It must be pointed out, however, that preference is given to pan-Arabic koine over pure ADA in the matter of vocabulary. To illustrate: If, during the course of checking, an informant is asked to give the ADA word for we, he would say niḥna. If he is caught on the run, he might use ḥinna instead of niḥna. In this case niḥna would be adopted.

### 3. Arrangement of the Materials

Each unit in the textbook is divided into the following:

a. Dialogs and Basic Texts. There are more dialogs than basic texts. Both dialogs and basic texts cover a variety of subjects of interest. The subjects are chosen arbitrarily. Though the textbook is basically geared to the purposes of the University of Arizona Environmental Research Laboratory personnel, it can be used as a beginning textbook for college students and petroleum companies whose interests are linguistic, historical, economic, political, or social.

b. Vocabulary. This section contains the new vocabulary items that occurred in the dialog or the basic text. The vocabulary items are arranged according to the order in which

they occur in the dialog or basic text.

c. Additional Vocabulary These are additional vocabulary items which are related to Vocabulary above in one way or another. Students should be held responsible for the meanings of these vocabulary items. Tight control is kept on vocabulary in b. and c. Frequency of occurrence helps the student's grip on those words.

d. Grammar. Grammar is not presented in a systematic way. The aim is not to give a formal and complete description of the whole grammar of the Arabic language. Instead, the new grammatical constructions are explained to the students so that they might understand the particular structure involved. The student is warned against ungrammatical phrases or sentences, which are starred. Examples illustrating the grammatical structures are cited from the lesson.

e. Pronunciation. Sounds that are similar in ADA and English are not presented. Those sounds are represented by the following symbols: b, t, θ, j, d, ð, z, s, ʃ, f, k, m, n, h, w, and y. Two detailed pronunciation lesson plans are presented in Unit 1. They are model plans; reference is made to them in subsequent units. This phonology part is in the first nine units only.

f. Drills. The drills provide practice in using the items that have been introduced in the lesson. Furthermore, they are used to illustrate the grammatical points in the lesson. These drills are not limited in number and type. The minimum number of drills in a lesson is 9; the maximum is 18 and the average

is 14. Each drill contains at least 15 items. As to type of drill, there are at least ten types. The most frequent are Transformation and Variable Substitution drills.

Unit 15 is review--the only review unit in the whole textbook. It was felt that review was not necessary since vocabulary items and grammatical patterns are carefully repeated throughout. Unit 16 introduces a heavy dosage of past tense verbs. To lessen the burden of Unit 16, Unit 17 introduces no new vocabulary or past tense verbal expressions.

Aural Comprehension exercises have been found very useful. As to the matter of how to teach aural comprehension, it is suggested that the teacher read the passage slowly, clearly, and carefully twice. Students listen. Understanding of the passage is checked by asking questions or by true-and-false statements. After the student's understanding of the passage has been checked, students are encouraged to reproduce the passage by the help of key-words at this early stage. There are seven aural comprehension passages in the whole text.

#### 4. How to Use the Materials

In order to achieve the best results, it is suggested that the course be taught by a language specialist trained in contrastive analysis, preferably a native speaker of a variety of Arabic and an informant. Such a language specialist is cognizant of the implications of contrastive analysis for different types of teaching programs and is better equipped to better guide his students, for if an error is made, he will understand the cause,

and will be able to construct illustrative examples, and present corrective drills. Lectures concerning the differences between the target language and the native language should not replace drill in the patterns or structures in the language. But the simplicity (or complexity) of the rules to be learned in the target language is an important factor. For example, a student coming from English, in which adjectival modifiers almost always precede the noun-head, will have some difficulty learning a language like Arabic where they always follow the noun-head, but he will have more difficulty learning the structure Cardinal numeral + N, where the cardinal changes according to the gender of the noun counted (switch gender) and the cardinal numeral is sometimes singular and sometimes plural, thereby creating a split in the branching properties of the modifiers. It has been found that a split, involving a part similarity between corresponding structures of the target language and the native language, is likely to be more difficult than a straightforward reversal where there is no similarity at all.

The following recommendations are offered to the teacher:

a. Read the Dialog or Basic Text slowly, clearly, and carefully twice. Students listen.

b. Break the passage into short sentences or phrases, and have students repeat after you. Encourage students to take turns and act the passage out. Do not spend too much time on the passage at this stage.

c. For the following day ask students to listen to the tape

and try to commit the Dialog or Basic Text to memory. Memorization is very useful in foreign language learning.

d. In Drills, put the pattern sentence or phrase on the board. Draw the students' attention to it. Explain the grammatical point involved. It is recommended that books be shut throughout. If a student makes an error, do not stop him but lead him to the correct answer.

e. At the beginning of each teaching period, begin the lesson by asking questions of a general nature. These questions can be taken from previously learned materials. Examples of such questions are: What's your name? How are you? What's today? What time is it? Do you study Arabic every day?...etc. Beginning a lesson in this manner has the following advantages:

- (i) It gives the students a sense of continuity in the lessons.
- (ii) It organizes and enlivens the students' attitude to the whole subject.
- (iii) It gives the students further practice in many useful structures, words and everyday expressions.

f. Do not use English unless needed. Translation is a means and not a method. While translation might be used only for content-words, it should never be used for structures, which should be taught in context and practiced.

## TRANSCRIPTION

The transcription adopted in this textbook is a modified version of the romanization system used by the Library of Congress for the cataloging of all Arabic writings. It is as follows:

### Consonants

<u>Symbol</u>	<u>Approximate English Equivalent</u>
'	(glottal stop)
b	<u>b</u> in <u>big</u>
t	<u>t</u> in <u>still</u>
θ	<u>th</u> in <u>thin</u>
j	<u>j</u> in <u>Jim</u>
h	---
x	(Scottish <u>ch</u> in <u>loch</u> )
d	<u>d</u> in <u>dam</u>
ð	<u>th</u> in <u>this</u>
r	(Spanish or Italian <u>r</u> in <u>càro</u> )
z	<u>z</u> in <u>zip</u>
s	<u>s</u> in <u>sip</u>
ʃ	<u>sh</u> in <u>ship</u>
ʂ	---
ʈ	---
ʢ	---

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c	---
γ	---
f	<u>f</u> in <u>fat</u>
q	---
k	<u>k</u> in <u>skip</u>
l	---
m	<u>m</u> in <u>man</u>
n	<u>n</u> in <u>nine</u>
h	<u>h</u> in <u>hot</u>
w	<u>w</u> in <u>win</u>
y	<u>y</u> in <u>yet</u>

Short Vowels

i	<u>i</u> in <u>bit</u>
e.	<u>e</u> in <u>men</u>
o	---
u	<u>oo</u> in <u>hook</u>

Long Vowels

ii	<u>ea</u> in <u>heat</u>
ee	---
oo	<u>au</u> in <u>caught</u>
uu	<u>oo</u> in <u>moon</u>

## ABBREVIATIONS AND SYMBOLS

### Abbreviations

Adj.	adjective	imp.	imperative
coll.	collective	lit.	literally
conj.	conjunction	m.	masculine
f.	feminine	p.	plural
e.g.	for example	prep.	preposition
s.	singular		

### Symbols

ADA	Abu Dhabi Arabic
C	consonant
C <sub>1</sub>	the first consonant
C <sub>2</sub>	the second consonant
C <sub>3</sub>	the third consonant
C <sub>1</sub> <sup>a</sup>	the first consonant followed by the vowel <u>a</u> .
MSA	Modern Standard Arabic
N	noun
S	student
T	teacher
*	indicates an ungrammatical utterance
( )	item enclosed is optional or explanatory



## UNIT 1

### I. DIALOG

'as-salaamu <sup>C</sup>aleek

mhammad: 'as-salaamu <sup>C</sup>aleek.

jim: <sup>C</sup>aleek is-salaam.

mhammad: 'ismii mhammad. /uu 'ismak?

jim: 'ismii jim.

mhammad: keef haalak?

jim: 'al-hamdu lillaah. bxeer /ukran. w 'inta keef  
haalak?

mhammad: bxeer /ukran.

jim: fii maanillaah.

mhammad: ma<sup>C</sup> is-salaama.

### II. TRANSLATION

Peace Be Upon You

Mohammad: Peace be upon you.

Jim: Peace be upon you.

Mohammad: My name is Mohammad. What is your name?

Jim: My name is Jim.

Mohammad: How are you?

Jim: Thanks be to God. Fine, thank you. And how  
are you?

Mohammad: Fine. Thanks.

Jim: Good-bye. (in God's care)

Mohammad: Good-bye. (with safety)

## III. VOCABULARY

salaam	peace (m.)
<sup>c</sup> ala	on
<sup>c</sup> aleek	on you (m.s.)
'ism	name (m.)
/uu?	What?
keef?	how?
haal	condition (m.)
'al-	article prefix = the
hamd	praise (m.)
li-	to, belonging to
'allaah	God
/ukran	thank you
wa	and
fii	in
ma <sup>c</sup>	with
salaama	safety

## IV. ADDITIONAL VOCABULARY

<sup>c</sup> aleet/	on you (f.s.)
haalit/	your (f.s.) condition
yoom	day (m.)
'al-'iθneen	Monday
'al-yoom	today
marhaba	Hi!

## V. PRONUNCIATION

Drill 1

short a and long aa

A long vowel in ADA Arabic is twice as long as a short vowel in pronunciation. Arabic and English long vowels should not be equated. It is vowel length in Arabic that is the distinctive feature. In English, the distinctive feature is vowel quality. Long aa in Arabic is pronounced more or less like the a in English bag or jab. Short a is half as short.

In the following exercise exaggerate, for the time being, the length of aa, and make short a short and abrupt in production; otherwise, you will fall into the pitfall of confusing short and long vowels.

a. Listen; do not repeat:

baab	bab	faan	fan
daan	dan	kaan	kan
kaaf	kaf	maad	mad
waan	wan	baat	bat
faat	fat	haat	hat

b. Listen and repeat after model: baan - ban, daan - dan, etc.

c. Teacher makes a random selection of words from the above. Students are asked to indicate under aa and a words that have those sounds.

e.g. teacher says baab; students write 1 under aa;  
teacher says ban; students write 2 under a, etc.

- d. Teacher gives, for example, a word with long aa;  
students give the corresponding word with short a.

Example: Teacher: baan

Student: ban

Teacher: bab

Student: baab

- e. Listen and repeat. Do the same words again in pairs.

## Drill 2

### Arabic l

In the speech of most Americans the l is a velarized or dark l. During the pronunciation of l the tip of the tongue touches the tooth ridge, and the middle of the tongue is low. ADA l does not have this velarized quality except in a few words, e.g. 'allaah 'God'.

In the following drill the first word in each pair is a meaningful English word, and the second word is a transcription of a meaningful ADA word.

hail - heel

luke - luuk

mail - meel

lack - laak

mill - mil

lad - laad

Bill - bil

loaf - loof

wail - weel

lawn - loon

la - laa

lace - lees

lamb - laam

Selma - salma

late - leet

ballad - balad

laugh - laaf

O'Malley - 'umaali

The same procedure as in Pronunciation Drill 1, a, b, and c is followed.

- d. Teacher gives an English word, and students give the corresponding Arabic word.
- e. Teacher says only the Arabic words. Students repeat.
- f. Listen and repeat:  
salaam, 'as-salaam, <sup>c</sup>aleek, haalak, haalitf,  
<sup>c</sup>aleekum, 'al-hamdu, lillaah, fii maanillaah,  
'is-salaamah.

### Drill 3

#### Arabic <sup>c</sup>

The Arabic <sup>c</sup> is a voiced pharyngeal fricative. It is a difficult sound. During the pronunciation of <sup>c</sup> the muscles of the pharynx are tightened. This causes constriction of the throat. The best guide is the teacher (or tape) whom a student should try to imitate.

jaa	jaa <sup>c</sup>	muu	muu <sup>c</sup>
daa	daa <sup>c</sup>	juu	juu <sup>c</sup>
faa	faa <sup>c</sup>	rii	rii <sup>c</sup>
kuu	kuu <sup>c</sup>	mii	mii <sup>c</sup>
buu	buu <sup>c</sup>	bii	bii <sup>c</sup>

The same procedure in Pronunciation Drill 1 is followed.

### Drill 4

#### Contrast between ' and <sup>c</sup>

'al - <sup>c</sup> al	sa'al - sa <sup>c</sup> al	jaa' - jaa <sup>c</sup>
'aj - <sup>c</sup> aj	na'al - na <sup>c</sup> al	daa' - daa <sup>c</sup>

'an - <sup>C</sup> an	raa'id - raa <sup>C</sup> id	raa' - raa <sup>C</sup>
'alaa - <sup>C</sup> alaa	faa'il - faa <sup>C</sup> il	bada' - bada <sup>C</sup>

Follow the same procedure as in Pronunciation Drill 1.

## VI. GRAMMAR

### 1. Equational Sentences

'al-yoom il-'iθneen.	'Today is Monday.'
'ismii mhammad.	'My name is Mohammad.'
'as-salaamu <sup>C</sup> aleek.	'Peace be upon you.'

The three sentences above are examples of equational sentences. The subject in each of these sentences is a noun. The predicate is either a proper noun or a prepositional phrase: 'al-'iθneen 'Monday', mhammad 'Mohammad', and <sup>C</sup>aleek 'upon you.' Notice that the predicate does not contain the verb 'to be.' Other types of equational sentences will be presented later.

### 2. Suffixed Pronouns

Nouns in ADA can have pronominal suffixes attached to them. These pronominal suffixes or suffixed pronouns, when attached to nouns, indicate possession:

'ismii (-ii)	'my name'
'ismak (-ak)	'your (m.s.) name'
'ismitf (-itf)	'your (f.s.) name'

Suffixed pronouns can also be attached to prepositions. The preposition ma<sup>C</sup> 'with' can have the following suffixes:

ma <sup>C</sup> ii (-ii)	'with me'
ma <sup>C</sup> ak (-ak)	'with you (m.s.)'
ma <sup>C</sup> itf (-itf)	'with you (f.s.)'

The preposition ʿala 'on' takes a special form before these suffixes:

ʿalayy	'on me'
ʿaleek	'on you (m.s.)'
ʿaleet/	'on you (f.s.)'

### 3. The Definite Article

The definite article 'al 'the' in ADA, as well as in any other form of Arabic, is a prefix. It takes several shapes depending upon the position of the noun to which it is suffixed. For the present moment, learn the following:

'al- + salaam	'peace'	'as-salaam
'al- + salaama	'safety'	'as-salaama

but:

'al- + hamd	'thanks, praise'	'al-hamd
'al- + 'ism	name'	'al-'ism
'al- + haal	'condition, state'	'al-haal

The l of the article is assimilated to dental and front palatal consonants:

'al- + salaam	'as-salaam
'al- + salaama	'as-salaama

If the article prefix is preceded by a consonant, the 'a changes into i. Examples: ʿaleek is-salaam 'Peace be upon you', maʿ is-salaama 'Good-bye', keef il-haal? (lit. 'How is the condition?') 'How are you?'

The article prefix in Arabic and the definite article the in English are not to be equated. It helps at this stage to keep in mind the following:

a. A common noun in ADA can be modified by the prefixation of the article 'al-' 'the' to it to indicate a state of determination. This article prefix is related to two categories:

i. Non-specified (generic):

'al-yoom	'day' (in general)
'al-'ism	'name' (in general)
'al-haal	'condition' (in general)
'as-salaam	'peace' (in general)

ii. Specified

'al-yoom	'the day; today'
'al-'ism	'the name'

b. Abstract nouns used in a general sense normally take the article prefix in ADA: 'as-salaama' 'safety', 'as-salaam' 'peace', 'al-haal' 'condition, state', 'al-hamd' 'praise'.

4. The particle wa 'and' is reduced to w in normal speech:  
w inta 'and you'.

## VII. DRILLS

### Drill 1 Chain Drill

Each student repeats the sentence: 'ismii (jim)' 'My name is (Jim)' in turn, substituting his own name for the name in parenthesis.

Example: 'ismii jim.

'ismii naansii, etc....

### Drill 2 Chain Drill

Repeat Drill 1 by making a statement, and then asking a question.

Example: 'ismii jim. /uu 'ismäk? 'My name is Jim.

What is your name?

'ismii mhammad. /uu 'ismak?



Drill 3 Substitution Drill

	(1)		(2)
'ismii	<u>m</u> hammad	'ismii	<u>sami</u> ira
	'ahmad		faatma
	'ibraahiim		saara
	saalim		salwaa
	<sup>c</sup> abdalla		laylaa
	hamad		maryam

- Substitute for 'ahmad all the proper names in (1).
- Substitute for mhammad all the proper names in (2)
- Substitute for mhammad names from either (1) or (2).

Drill 4 Chain Drill

Example: S<sub>1</sub>: keef haalak?

S<sub>2</sub>: 'al-hamdu lillaah. bxeer /ukran. w inta  
keef haalak?

S<sub>3</sub>: 'al-hamdu lillaah bxeer /ukran. w inta  
keef haalak?

S<sub>4</sub>: etc., etc., etc.,

Drill 5 Question - Answer

- keef haalak?
- keef haalitf?
- /uu 'ismak?
- /uu l-yoom?
- marhaba!
- keef haalak il-yoom?
- /uu ma<sup>c</sup>ak?
- /uu ismitf?
- /uu ma<sup>c</sup>itf?
- w inta /uu ma<sup>c</sup>ak?

## UNIT 2

## I. DIALOG

min ween?

<sup>C</sup>abdalla: sabaah il-xeer!

wilyam : sabaah il-xeer! 'ahlan wa sahlān.

<sup>C</sup>abdalla: keef haalak?

wilyam : 'al-ḥamdu lillaah. bxeer sukran.

<sup>C</sup>abdalla: keef il-<sup>C</sup>aayla.

wilyam : kullahum bxeer. sukran.

<sup>C</sup>abdalla: 'ana min 'abu ḡabi. min ween 'inta?

wilyam : 'ana min 'amriika. 'ana 'amrikaani.

<sup>C</sup>abdalla: suu suylak? suu <sup>C</sup>amalak?

wilyam : 'ana muhandis.

## II. TRANSLATION

Where from?

Abdalla : Good morning!

William : Good morning! Welcome!

Abdalla : How are you?

William : I am fine. Thanks

Abdalla : How is the family?

William : They are all fine. Thank you.

Abdalla : I am from Abu Dhabi. Where are you from?

William : I am from America. I am American.

Abdalla : What is your work? (job)

William : I am an engineer..

## III. VOCABULARY

sabbah	morning (m.)
<sup>c</sup> aayla	family (f.)
kull	all of; the whole of
kullahum	all of them (m.p.)
'ana	I
min	from
ween?	where?
'inta	you (m.s.)
'amriika	America (f.)
'amrikaani	American (m.)
/uyul	work (m.)
<sup>c</sup> amal	job (m.)
muhandis	engineer (m.)

## IV. ADDITIONAL VOCABULARY

muhandisa	engineer (f.)
'aθ-θalaaθa	Tuesday
'al-'arba <sup>c</sup> a	Wednesday
kull <u>ana</u>	all of us
kull <u>akum</u>	all of you (m.p.)
'inti	you (f.s.)
huwa	he; it (m.)
hiya	she; it (f.)
'abu ḡabi	Abu Dhabi
labnaan	Lebanon
'al-'urdun	Jordan

'al-kweet	Kuwait
'al- <sup>c</sup> iraaq	Iraq
qaṭar	Qatar
'iiraan	Iran, Persia
dubayy	Dubai
suurya	Syria

## V. PRONUNCIATION

### Drill 1

#### Short u and long uu

kuul	kul	byuut	byut
fuuf	fuf	duus	dus
<sup>c</sup> uud	<sup>c</sup> ud	fuuf	fuf
muun	mun	juu <sup>c</sup>	ju <sup>c</sup>
muu <sup>c</sup>	mu <sup>c</sup>	duur	dur

The same procedure in UNIT 1, Pronunciation Drill 1 is followed.

### Drill 2

#### Arabic s and ṣ

The point of articulation for both s and ṣ is the same. In the production of Arabic s, the tip of the tongue is closer to the teeth than it is for the production of English s. Arabic ṣ is the emphatic counterpart of s; it is velarized--the back part of the tongue is made more tense. A close approximation of Arabic ṣ is cs in English Tucson. Notice the effect a velarized consonant has upon neighboring vowels.

Contrast between s and ṣ

sabaaḥ	ṣabbaḥ	suus	ṣuuṣ
sab	ṣab	suuf	ṣuuf̣
saf	ṣaf	siid	ṣiiḍ
sid	ṣiḍ	sooy	ṣooỵ
seer	ṣeeṛ	sen	ṣeṇ
saar	ṣaaṛ	soom	ṣooṃ

Follow the same procedure as in Unit 1, Pronunciation

Drill 4.

Drill 3

Contrast between ' and <sup>c</sup>

'al - <sup>c</sup> al	sa'al - sa <sup>c</sup> al	jaa' - jaa <sup>c</sup>
'aj - <sup>c</sup> aj	na'al - na <sup>c</sup> al	daa' - daa <sup>c</sup>
'an - <sup>c</sup> an	faa'il - faa <sup>c</sup> il	raa' - raa <sup>c</sup>
'ad - <sup>c</sup> ad	maa'il - maa <sup>c</sup> il	bada' - bada <sup>c</sup>
'abuu - <sup>c</sup> abuu	raa'id - raa <sup>c</sup> id	mala' - mala <sup>c</sup>

Follow the same procedure in Unit 1, Pronunciation

Drill 1.

Drill 4

Arabic ḥ

Arabic ḥ is a voiceless pharyngeal fricative. Unlike English h, it is pronounced with greater force. The tongue for ḥ is relaxed; for h it is tensed. For the production of ḥ root of the tongue is near the back of the pharynx. Several ways have been suggested for the production of ḥ. An effective way is to practice saying hey you as loud as possible and with the ḥ as deep as possible in the throat.

haal	haal	laham	laham
hamad	hamad	mhammad	mhammad
haaf	haaf	'ahmad	'ahmad
heel	heel	baah	baah
huul	huul	saah	saah

Follow the same procedure in Unit 1, Pronunciation Drill 1.

## VI. GRAMMAR

1. The phrase 'ahlan wa sahan 'you are welcome!' ('ahl 'folks' sahl 'plane; easy') implies "You have come to people who are your folks and to a plane piece of land," i.e., one that is not bumpy or one that has no elevation or depression. It is used:

- As a courtesy expression as in this lesson.
- As a welcoming expression to someone who calls on you at home or in your office.
- As a response, especially in some other Arab countries, to fukran 'thank you'.
- As a response after someone has been introduced to you.

In this case it is used for 'Nice meeting you.'

### 2. Suffixed Pronouns: -ahum, -ana, -akum

The word fuyul 'work' can take the following suffixed pronouns: (fuyul and fuy 'work' are used interchangeably.):

<u>fuylii</u>	'my work'	<u>fuylitf</u>	'your (f.s.) work'
<u>fuylak</u>	'your (m.s.) work'	<u>fuylahum</u>	'their (m.p.) work'
<u>fuylakum</u>	'your (m.p.) work'	<u>fuylana</u>	'our work'

With the preposition ma<sup>c</sup> 'with' we can have the following forms:

ma <sup>c</sup> <u>ii</u>	'with me'	ma <sup>c</sup> <u>itf</u>	'with you (f.s.)'
ma <sup>c</sup> <u>ak</u>	'with you (m.s.)'	ma <sup>c</sup> <u>ahum</u>	'with them (m.p.)'

ma<sup>C</sup>ahum 'with them (m.p.)'      ma<sup>C</sup>ana 'with us'

3. The referents of the independent pronouns huwa 'he, it' and hiya 'she, it' can be either human or non-human.

#### 4. Proper Nouns

Proper nouns include the names of people, places, books, films, newspapers, etc. They do not need any marking for definiteness, for they are definite by virtue of being proper nouns. Whether proper nouns appear with the article or not is a matter of lexical etymology, and not a realization of two different states of definiteness:

'amriika, labnaan, 'abu δabi, qatar, 'iiraan, dubayy, suurya, but 'al-'urdun, 'al-kweet, 'al-<sup>C</sup>iraaq.

5. The intensifying quantifier kull 'all of, the whole of' is followed by a definite noun: kull il-yoom 'the whole day, all day long', kull il-<sup>C</sup>aayla 'the whole family', kull 'abu δabi 'all of Abu Dhabi.'

6. min ween is literally translated 'from where'. The reversed word order in English, i.e., where from is permissible. In ADA the reversed order \*ween min is ungrammatical.

7. In enumerating, the particle wa 'and' is repeated with each item, unlike English 'and', which is used only before the last item. Example:

'ana min al-'urdun w huwa min labnaan w inta min 'amriika w hiya min suurya.

'I am from Jordan, he is from Lebanon, you are from America, and she is from Syria.'

## VII. DRILLS

Drill 1 Chain Drill

Each student is asked to say: 'ana min \_\_\_\_ fii \_\_\_\_ 'I am from \_\_\_\_ in \_\_\_\_', supplying the names of the city and the state he (she) comes from.

Drill 2 Substitution Drill

Substitute for Jim the following nouns:

keef haal      jim?      'How is Jim?' (lit.: How is Jim's condition?)

baab                      'il-<sup>C</sup>aayla

hamad                      saalem

<sup>C</sup>abdalla                      /eexa

faatma                      'amiina

salmaa                      'ibraahiim

<sup>C</sup>ali                      jamiil

mhammad                      kariim

Drill 3 Chain Drill

Each student is asked to say the following sentences, supplying for Abu Dhabi the following names of countries:

'ana min 'abu ḡabi , winta min 'abu ḡabi w huwa

min 'abu ḡabi. kullanaa min 'abu ḡabi.

'al-'urdun, labnaan, 'al-<sup>C</sup>iraaq, 'al-kweet, 'amriika, qatar, 'iiraan, dubayy, labnaan, suuryaa.

Drill 4 Variable Substitution

Base Sentence: huwa muhandis min labnaan.

- |                            |           |
|----------------------------|-----------|
| 1. 'inta                   | 6. huwa   |
| 2. 'al- <sup>C</sup> iraaq | 7. 'inta  |
| 3. 'al-'urdun              | 8. saliim |
| 4. 'ana                    | 9. 'ana   |
| 5. 'al-kweet               | 10. 'inti |



11. 'inti

13. 'iiraan

12. dubayy

14. 'abu ḡabi

Drill 5 Substitution

Teacher gives a proper name. A student gives either 'inta 'you (m.)' or 'inti 'you (f.)' depending upon the gender of the proper name.

<sup>C</sup>umar, maryam, baab, ṣaara, <sup>C</sup>abdalla, jim, salma, jaan, mḥammad, glen

Drill 6 Substitution

kull      il-yoom      'the whole day'

- |                           |                            |
|---------------------------|----------------------------|
| 1. il-'ism                | 9. 'abu ḡabi               |
| 2. il-ḥamd                | 10. labnaan                |
| 3. is-salaam              | 11. il-'urdun              |
| 4. il-yoom                | 12. suurya                 |
| 5. is-ṣabaah              | 13. dubayy                 |
| 6. il- <sup>C</sup> aayla | 14. il- <sup>C</sup> iraaq |
| 7. if-/uyl                | 15. 'il-kweet              |
| 8. il- <sup>C</sup> amal  | 16. qatar                  |

Drill 7 Translation

1. What is your work (job)? (two questions)
2. How are you, Salma?
3. He is from Lebanon.
4. We are all fine.
5. They are all fine.
6. You are all fine.
7. The whole family is with me.
8. All of my work is in Abu Dhabi.

9. How is the family?
10. How is Mary?
11. How is your(m.) work?
12. How is your(f.) work?
13. Where is the family?
14. Where is the engineer?
15. We are all from Abu Dhabi.

## UNIT 3

## I. DIALOG

ta<sup>C</sup>aaruf(i)jum<sup>C</sup>a: masa l-xeer!

sabt : masa l-xeer!

jum<sup>C</sup>a: 'ismii jum<sup>C</sup>a. /uu 'ismak?

sabt : 'ismii sabt.

jum<sup>C</sup>a: min ween inta?

sabt : 'ana min 'abu ḍabi.

jum<sup>C</sup>a: haaḍi s-sayyida suuzaan. hiya daxtoora. hiya daxtoora  
min nyuu yoork.sabt : 'ahlan wa sahlān. furṣa sa<sup>C</sup>iida.jum<sup>C</sup>a: haaḍa s-sayyid salim. huwa daxtoor. huwa daxtoor min  
bayruut.sabt : 'ahlan wa sahlān. furṣa sa<sup>C</sup>iida.

## II. TRANSLATION

## Getting Acquainted

Jum'a: Good afternoon (evening)!

Sabt : Good afternoon (evening)!

Jum'a: My name is Jum'a. What's your name?

Sabt : My name is Sabt.

Jum'a: Where are you from?

Sabt : I'm from Abu Dhabi.

Jum'a: This is Mrs. Suzanne. She is a doctor. She is a  
doctor from New York.

Sabt : Welcome! Nice meeting you!

Jum'a: This is Mr. Saleem. He is a doctor. He is a doctor  
from Beirut.

Sabt : Welcome! Nice meeting you!

## III. VOCABULARY

masa	evening, night
haaḍa	this (m.)
haaḍi	this (f.)
sayyid	Mr.
daxtoor	doctor
furṣa	opportunity (f.)
sa <sup>c</sup> iida	happy (f.)
sayyida	Mrs. (f.)
daxtoora	doctor (f.)

## IV. ADDITIONAL VOCABULARY

'al-xamiis	Thursday
'al-'aḥad	Sunday
mudiir	director, manager (m.)
mudiira	director, manager (f.)
daxtoor 'asnaan	dentist (m.)
daxtoorat 'asnaan	dentist (f.)
mu <sup>c</sup> allim	teacher (m.)
mu <sup>c</sup> allima	teacher (f.)
muwaḍḍaf	employee (m.)
muwaḍḍafa	employee (f.)
maktab	office (m.)
madrasa	school (f.)
musta/ffa	hospital (m.)

## V. PRONUNCIATION

Drill 1Short i and long ii

min	miin	ri	rii
fif	fiiƒ	fi	fii
kif	kiif	'ix	'iix
lif	liif	bi <sup>c</sup>	bii <sup>c</sup>
rim	riir	<sup>c</sup> id	<sup>c</sup> iid
mil	miil	dis	diis

Follow the same procedure as in Unit 1, Pronunciation

Drill 1.

Drill 2k versus x

x is a voiceless fricative; it is velar. It is like Scottish ch in loch and German ch in Nacht. For the production of x the tongue is in the same position as for k, but it does not touch the roof of the mouth. The air passes through, and the vocal cords are relaxed.

kaas	xaas	ƒeek	ƒeex
keer	xeer	kooƒ	xooƒ
kad	xad	bakar	baxar
baak	baax	bakbak	baxbax
duuk	duux	daktoor	daxtoor

Drill 3Short e and long ee

bet	beet	def	deef
kef	keef	le	lee
wen	ween	fen	feen

'em	'eem	mes	mees
'es	'ees	xer	xeer
wen	ween	det	deet

Drill 4

Contrast between h and <sup>c</sup>

halaa	<sup>c</sup> alaa	nabah	raba <sup>c</sup>
haal	<sup>c</sup> aal	faah	faa <sup>c</sup>
huud	<sup>c</sup> uud	saahii	saa <sup>c</sup> ii
ham	<sup>c</sup> am	sahal	sa <sup>c</sup> al

Follow same procedure as in Unit 1, Pronunciation Drill 4.

## VI. GRAMMAR

1. Demonstratives

Each of the demonstratives haaδa 'this (m.)' and haaδi 'this (f.)' in this lesson occurs as an entire subject of a sentence: haaδa mudiir 'This is a director.' This structure poses a problem to native speakers of English, for on the surface, haaδa mudiir tends to be equated with 'This director...'

Titles like 'as-sayyād 'Mr.' or 'ad-daxtoor 'Doctor' usually take the article prefix in Arabic:

haaδa s-sayyād jum<sup>c</sup>a. 'This is Mr. Jum'a.'

haaδi d-daxtoora salma. 'This is Dr. (f.) Selma.'

haaδi s-sayyida faatma. 'This is Mrs. Fatma.'

Unlike English, titles in ADA are followed by the first name as in: 'as-sayyād <sup>c</sup>ali 'Mr. Ali.'

2. The Article Prefix

If the article prefix 'al- is preceded by a vowel, 'al- is reduced to l- or an assimilated consonant only. (See UNIT 1, VI, 4):

haaḍa + 'as-sayyid → haaḍa s-sayyid 'This is Mr....'

haaḍi + 'al-mudiira → haaḍi l-mudiira 'This is Director...'

### 3. Feminine Nouns

A feminine marker in ADA is the morpheme -a. A good number of words are made feminine by adding the morpheme -a to the masculine.

Examples:	mudiir	mudiira	'director'
	daxtoor	daxtoora	'doctor'
	sayyid	sayyida	'Mrs.'
	muwaḍḍaf	muwaḍḍafa	'employee'

Caution: daxtoora 'doctor' furṣa 'opportunity' mudiira 'director' etc. are all feminine, but masa 'evening night' haaḍa and mustaḥfa 'hospital' are all masculine although they have an -a which might be mistaken for the feminine morpheme.

### 4. Noun-Adjective Concord

In the phrase: furṣa sa<sup>C</sup>iida 'Nice meeting you' (lit. happy opportunity), the adjective sa<sup>C</sup>iida 'happy' follows the noun furṣa 'opportunity'. Furthermore, the adjective agrees in gender with the noun modified. Other examples:

yoom sa <sup>C</sup> iid	'happy day'
mudiir sa <sup>C</sup> iid	'happy director'
<sup>C</sup> aayla sa <sup>C</sup> iida	'happy family'
'ana sa <sup>C</sup> iid	'I (m.) am happy'
'ana sa <sup>C</sup> iida	'I (f.) am happy'

## VII. DRILLS

Drill 1 Transformation

Supply the personal pronoun huwa 'he' or hiya 'she' for the personal names in the following sentences.

Example: T: saliim min bayruut. 'Saleem is from  
Beirut.'  
S: huwa min bayruut. 'He is from Beirut.'

- |                      |     |                          |
|----------------------|-----|--------------------------|
| 1. suuzaan           | min | nyuu yoork.              |
| 2. maryam            | min | labnaan.                 |
| 3. hamad             | min | 'abu ʕabi.               |
| 4. faatma            | min | 'al-kweet.               |
| 5. <sup>C</sup> ali  | min | 'al-'urdun.              |
| 6. 'ibraahiim        | min | qatar.                   |
| 7. salma             | min | 'al- <sup>C</sup> iraaq. |
| 8. <sup>C</sup> umar | min | 'iiraan.                 |
| 9. 'amiina           | min | suurya.                  |
| 10. mhammad          | min | dubayy.                  |

Drill 2 Substitution

Substitute the demonstrative pronoun that stands for the proper name.

Example: T: saleem  
S: haaʕa saliim. 'This is Saliim.'  
T: salma  
S: haaʕi salma. 'This is Selma.'

- |            |                         |
|------------|-------------------------|
| 1. maryam  | 5. zeenab               |
| 2. naansi  | 6. <sup>C</sup> abdalla |
| 3. mhammad | 7. feexa                |
| 4. hamad   | 8. 'amiina              |



- |                       |                                 |
|-----------------------|---------------------------------|
| 9. jum <sup>C</sup> a | 13. <sup>C</sup> abd ir-rahmaan |
| 10. jim               | 14. jamiil                      |
| 11. faatma            | 15. kariim                      |
| 12. saliim            | 16. sabt                        |

### Drill 3 Transformation

Change to the feminine:

- |                                    |                              |
|------------------------------------|------------------------------|
| 1. haaḍa mu <sup>C</sup> allim.    | 10. min ween 'inta?          |
| 2. haaḍa daxtoor.                  | 11. 'inta muhandis?          |
| 3. haaḍa muwaḍḍaf.                 | 12. fuu fuylak?              |
| 4. haaḍa mudiir.                   | 13. fuu <sup>C</sup> amalak? |
| 5. haaḍa 'as-sayyid jamiil.        | 14. fuu 'ismak?              |
| 6. huwa min bayruut.               | 15. fuu ma <sup>C</sup> ak?  |
| 7. huwa min 'abu ḍabi.             | 16. ween maktabak?           |
| 8. 'as-salaamu <sup>C</sup> aleek. | 17. ween fuylak?             |
| 9. keef haalak?                    | 18. ween mudiirak?           |

### Drill 4 Substitution

<sup>C</sup>ali mu<sup>C</sup>allim wa faatma mu<sup>C</sup>allima. 'Ali is a teacher and Fatima is a teacher.'

baab	naansii
kariim	kariima
saliim	salma
ḥamad	ṣaara
zaki	maryam
faaris	xadiija
'ahmad	ruuθ
'amiin	'amiina
fariid	fariida
fawzi	fawziyya
saalim	suuzaan

rafiid	rafiida
jamiil	jamiila
zaki	zakiyya
hasan	seexa
sabt	'ibraahiim

Substitute daxtoor, muwaḍḍaf, mudiir, muhandis and their feminine forms for mu<sup>C</sup>allim and mu<sup>C</sup>allima.

### Drill 5 Transformation

Change from indefinite to definite

Example: T: <sup>C</sup>amal 'work, job'

S: 'al-<sup>C</sup>amal 'the work, job'

- |                         |                           |                            |
|-------------------------|---------------------------|----------------------------|
| 1. 'ism                 | 11. jum <sup>C</sup> a    | 21. madrasa                |
| 2. haal                 | 12. furṣa                 | 22. mustaffa               |
| 3. yoom                 | 13. xamiis                | 23. mu <sup>C</sup> allima |
| 4. 'iṯneen              | 14. 'ahad                 | 24. mudiira                |
| 5. xeer                 | 15. mudiir                | 25. salaam                 |
| 6. hamd                 | 16. muwaḍḍafa             | 26. salaama                |
| 7. fuyul                | 17. 'asnaan               | 27. sayyid                 |
| 8. muhandis             | 18. mu <sup>C</sup> allim | 28. furṣa                  |
| 9. 'arba <sup>C</sup> a | 19. muwaḍḍaf              | 29. 'iṯneen                |
| 10. masa                | 20. maktab                | 30. ṣabaah                 |

### Drill 6

S<sub>1</sub> asks questions; S<sub>2</sub> answers. Continue around class.

Shift roles:

- Example: S<sub>1</sub>: fuu ismak? 'What is your name?'  
 S<sub>2</sub>: 'ismii saliim. 'My name is Saliim.'  
 S<sub>1</sub>: min ween inta? 'Where are you from?'  
 S<sub>2</sub>: 'ana min baydaad. 'I am from Baghdad.'

Drill 7 Variable Substitution

Base sentence:

'as-sayyid saliim daxtoor min bayruut. 'Mr. Saleem is  
a doctor from Beirut.'

- |                          |                |
|--------------------------|----------------|
| 1. muhandis              | 9. muwaḥḥafa   |
| 2. <sup>C</sup> ammaan   | 10. 'inta      |
| 3. jum <sup>C</sup> a    | 11. 'abu ḥabi. |
| 4. jaan                  | 12. mudiir     |
| 5. glen                  | 13. 'inti      |
| 6. tuusaan               | 14. fii        |
| 7. mu <sup>C</sup> allim | 15. haaḥi      |
| 8. salma                 | 16. haaḥa      |

Drill 8 Cued

Teacher gives two words; S<sub>1</sub> asks a question using the first word; S<sub>2</sub> answers the question using the second word.

Example: T: mu<sup>C</sup>allim - madrasa 'teacher - school'

S<sub>1</sub>: ween il-mu<sup>C</sup>allim? 'Where is the teacher?'

S<sub>2</sub>: 'al-mu<sup>C</sup>allim fi l-madrasa. 'The teacher  
is at school.'

- |   |   |
|---|---|
| 1. mudiir - maktab                              | 11. daxtoora - mustaffa                                     |
| 2. daxtoor - mustaffa                           | 12. faatma - labnaan  |
| 3. muwaḥḥaf - maktab                            | 13. mu <sup>C</sup> allim - nyuu york                       |
| 4. mu <sup>C</sup> allima - madrasa             | 14. layla - qatar   |
| 5. <sup>C</sup> abdalla - 'abu ḥabi             | 15. fuylit/ - dubayy  |
| 6. fuylak - 'is-sa <sup>C</sup> diyyaat         | 16. mudiirak - maktab                                       |
| 7. mudiira - maktab                             | 17. 'as-sayyed jum <sup>C</sup> a - 'al- <sup>C</sup> iraaq |
| 8. muhandis - <sup>C</sup> ammaan               | 18. 'al-muhandis <sup>C</sup> ali - bayruut                 |
| 9. muwaḥḥafa - maktab                           | 19. 'il- <sup>C</sup> aayla - 'amriika                      |
| 10. <sup>C</sup> amalak - 'al- <sup>C</sup> een | 20. 'ad-daxtoora salma - mustaffa                           |

Drill 9 Question - Answer

Answer the following:

1. marhaba!
2. fuu l-yoom?
3. keef haalak il-yoom?
4. keef haal il-<sup>C</sup>aayla? kullakum bxeer?
5. 'ismak <sup>C</sup>ali?
6. ween bayruut?
7. ween <sup>C</sup>amman?
8. ween baydaad?
9. ween tuusaan?
10. ween il-mu<sup>C</sup>allim?
11. 'al-yoom il-'arba<sup>C</sup>a?
12. ween il-<sup>C</sup>aayla?
13. ween id-daxtoor saalem?
14. fuu ismakum?
15. fuu l-yoom?
16. 'al-yoom il-'ahad?
17. min ween il-mu<sup>C</sup>allim?
18. min ween hiya?
19. keef haalahum?
20. keef haal il-mudiir?

## UNIT 4

## I. DIALOG

maw<sup>C</sup>idsaliim: 'as-salaamu <sup>C</sup>aleekum.'ahmad: <sup>C</sup>aleekum is-salaam.

saliim: keef haalak?

'ahmad: 'al-hamdu lillaah. bxeer fukran.

saliim: 'ismii saliim jum<sup>C</sup>a. <sup>C</sup>indii maw<sup>C</sup>id ma<sup>C</sup> il-mudiir.'ahmad: 'ayya hazza <sup>C</sup>indak maw<sup>C</sup>id?saliim: <sup>C</sup>indii maw<sup>C</sup>id is-saa<sup>C</sup>a xamsa. hal il-mudiir hini?'ahmad: na<sup>C</sup>am. 'il-mudiir hini. tfaḍḍal is-triih.

saliim: fukran.

## II. TRANSLATION

## An Appointment

Saleem: Peace be upon you! (m.p.)

Ahmad: Peace be upon you! (m.p.)

Saleem: How are you?

Ahmad: Thanks be to God. I am fine. Thanks.

Saleem: My name is Saleem Jum'a. I have an appointment  
with the director.

Ahmad: What time do you have an appointment?

Saleem: I have an appointment at five o'clock. Is the  
director here?

Ahmad: Yes, the director is here. Please sit down.

Saleem: Thank you.

## III. VOCABULARY

<sup>C</sup>ind(ii)

(I) have

maw<sup>C</sup>id

appointment

'ayya	what
hazza	time
<sup>C</sup> indak	you (m.s.) have
saa <sup>C</sup> a	hour; clock; watch
xamsa	five
hal?	interrogative particle (yes/no question)
hini	here
na <sup>C</sup> am	yes
tfaððal	please (imp., come in, help yourself to food, etc.)
'istriih	sit down (imp.)

## IV. ADDITIONAL VOCABULARY

waahed	one
'iθneen	two
θalaaθa	three
'arba <sup>C</sup> a	four
xamsa	five
sitta	six
sab <sup>C</sup> a	seven
θamaanya	eight
tis <sup>C</sup> a	nine
<sup>C</sup> a/ara	ten
halhiin	now
kam?	how much (many)
kam is-saa <sup>C</sup> a?	what time is it?
waziir	minister
laa	no

## V. PRONUNCIATION

Drill 1o versus oo

daxtor	daxtoor	θor	θoor
xof	xoof	of	oof
yom	yoom	om	oom
dor	door	dom	doom
lom	loom	mon	moon
mot	moot	xof	xoof

Follow the same procedure in Pronunciation Drill 1,  
UNIT 1.

Drill 2h versus h

haal	haal	bahar	bahar
haaf	haaf	baaher	baaher
hazza	hazza	sabaah	sabaah
haam	haam	hiin	hiin
hal	hal	heel	heel
mahal	mahal	hool	hool

The same procedure in Pronunciation Drill 1, UNIT 1,  
is to be followed.

Drill 3h versus x

haalak	xaalak	ʃalah	ʃalax
hooʃ	xooʃ	laah	laax
heet	xeet	faah	faax
hiin	xiin	bahbah	baxbax
halaf	xalaf	saah	saax
'ahad	'axad	ruuh	ruux

The same procedure in Pronunciation Drill 1, UNIT 1, is to be followed.

Drill 4

Practicing C

Read the following words:

<sup>C</sup> aleek	<sup>C</sup> aleet/	<sup>C</sup> aleekum	ma <sup>C</sup>
<sup>C</sup> aayla	<sup>C</sup> amalak	'arba <sup>C</sup> a	'al-'arba <sup>C</sup> a
'al- <sup>C</sup> iraaq	jum <sup>C</sup> a	'al-jum <sup>C</sup> a	sa <sup>C</sup> iid

VI. GRAMMAR

1. Cind 'in the possession of, have; chez' in ADA functions as a verb and as a preposition. If it functions as a verb, it should have a suffixed pronoun referring to the subject:

<sup>C</sup> indii	I have	<sup>C</sup> indakum	you (m.p.) have
<sup>C</sup> indana	we have	<sup>C</sup> indahum	they (m.p.) have
<sup>C</sup> indak	you (m.s.) have	<sup>C</sup> indit/	you (f.s.) have

As a preposition, Cind means 'at; close to; with.' Examples:

<sup>C</sup> ind i/-fuyul	'at work; close to work'
<sup>C</sup> ind il-maktab	'at the office; close to the office'
<sup>C</sup> ind il-madrassa	'at school; close to school'
<sup>C</sup> ind il-mustafafa	'at the hospital; close to the hospital'

but:

<sup>C</sup> ind il-mudiir	'with the director'
<sup>C</sup> ind il-mu <sup>C</sup> allim	'with the teacher'
<sup>C</sup> ind id-daxtoora	'with the doctor'

If the noun following Cind is non-human, the meaning of the phrase is: 'at, close to.' If it is human, the meaning is: 'with, in the possession of.'



2. 'ayya 'what, which' as a question word is followed by a noun and can be preceded by a preposition:

'ayya madrasa?	'What, which school?'
min 'ayya madrasa?	'from which school?'
ma <sup>C</sup> 'ayya waziir?	'with which minister?'
fii 'ayya maktab?	'in which office?'
'ayya hazza?	'at what time?'

The phrase 'ayya saa<sup>C</sup>a means either 'what, which, clock or watch?' or 'at what time?', in which case it is synonymous with 'ayya hazza?

### 3. Telling Time

The phrase consisting of the question word kam (lit. 'how many, much') + 'is-saa<sup>C</sup>a is used to inquire about time:

kam is-saa <sup>C</sup> a?	'What time is it?'
'is-saa <sup>C</sup> a xamsa.	'It's five o'clock.'

Warning: The phrase \*kam il-hazza is ungrammatical.

The feminine forms of waahed 'one' and iθneen 'two' are wahda and θinteen:

is-saa <sup>C</sup> a wahda.	'It's one o'clock.'
is-saa <sup>C</sup> a θinteen.	'It's two o'clock.'
*'is-saa <sup>C</sup> a waahed.	
*'is-saa <sup>C</sup> a iθneen.	

### 4. The Interrogative Particle hal?

A statement introduced by the interrogative particle hal changes into a yes/no question -- one that can be answered by 'yes' or 'no'.

'al-mudiir hini.	'The director is here.'
hal il-mudiir hini?	'Is the director here?'
'is-saa <sup>C</sup> a wahda.	'It's one o'clock.'
hal is-saa <sup>C</sup> a wahda?	'Is it one o'clock?'
'al-yoom il-'iθneen.	'Today is Monday.'
hal il-yoom il-'iθneen?	'Is today Monday?'

As in English, statements and questions consisting of the same words may be distinguished in writing solely by punctuation and in speech solely by intonation.

'al-mudiir hini.↓	The director is here.
'al-mudiir hini?↑	The director is here?

## VII. DRILLS

### Drill 1

#### a) Repetition

waahid	'iθneen	θalaaθa	'arba <sup>C</sup> a
xamsa	sitta	sab <sup>C</sup> a	θamaanya
	tis <sup>C</sup> a	<sup>C</sup> aƒara	

- b) Individual students are asked to count from one to ten.  
 c) T. writes numbers (1-10) on the board; students are asked to say the ADA words that those numbers stand for.

Example: T: 7

S: sab<sup>C</sup>a

### Drill 2 Transformation

Change to simple questions:

Example: 'ismii <sup>C</sup> ali.	'My name is Ali.'
hal ismii <sup>C</sup> ali?	'Is my name Ali?'

1. 'ismii rafiid.
2. 'inta bxeer.
3. 'ismitf faatma.
4. 'il-<sup>C</sup>aayla bxeer.
5. huwa muhandis.
6. fuylak fii 'abu ḡabi.
7. hiya min labnaan.
8. huwa min al-'urdun.
9. kullakum hini.
10. kullana hini.

#### Drill 3 Transformation

T. gives a statement. S<sub>1</sub> changes the statement into a simple question, using hal? S<sub>2</sub> answers the question in the affirmative, using na<sup>C</sup>am. Use the statements in Drill 2 above.

#### Drill 4 Repetition

1. kam is-saa<sup>C</sup>a? 'is saa<sup>C</sup>a sittā.
2. kam is-saa<sup>C</sup>a? 'is-saa<sup>C</sup>a ḡamaanya.
3. kam is-saa<sup>C</sup>a? 'is-saa<sup>C</sup>a xamsa.
4. kam is-saa<sup>C</sup>a? 'is-saa<sup>C</sup>a <sup>C</sup>a/ara.
5. kam is-saa<sup>C</sup>a? 'is-saa<sup>C</sup>a wahda.
6. kam is-saa<sup>C</sup>a? 'is-saa<sup>C</sup>a sab<sup>C</sup>a.
7. kam is-saa<sup>C</sup>a? 'is-saa<sup>C</sup>a tis<sup>C</sup>a.
8. kam is-saa<sup>C</sup>a? 'is-saa<sup>C</sup>a ḡinteen.
9. kam is-saa<sup>C</sup>a? 'is-saa<sup>C</sup>a 'arba<sup>C</sup>a.
10. kam is-saa<sup>C</sup>a? 'is-saa<sup>C</sup>a ḡalaaḡa.
11. kam is-saa<sup>C</sup>a? 'is-saa<sup>C</sup>a <sup>C</sup>a/ara.
12. kam is-saa<sup>C</sup>a? 'is-saa<sup>C</sup>a wahda.

13. kam is-saa<sup>C</sup>a? 'is-saa<sup>C</sup>a θinteen.
14. kam is-saa<sup>C</sup>a? 'is-saa<sup>C</sup>a <sup>C</sup>a/ara.
15. kam is-saa<sup>C</sup>a? 'is-saa<sup>C</sup>a wahda.

#### Drill 5 Chain

T. asks each of the following questions. S<sub>1</sub> answers in the affirmative; S<sub>2</sub> answers in the negative, adding one more hour. Change roles at mid-point.

Example: T: hal is-saa<sup>C</sup>a xamsa halhiin?

'Is it five o'clock now?'

S<sub>1</sub>: na<sup>C</sup>am. 'is-saa<sup>C</sup>a xamsa halhiin.

'Yes, it is five o'clock now.'

S<sub>2</sub>: laa. 'is-saa<sup>C</sup>a sitta halhiin.

'No, it is six o'clock now.'

1. hal is-saa<sup>C</sup>a wahda halhiin?
2. hal is-saa<sup>C</sup>a θinteen halhiin?
3. hal is-saa<sup>C</sup>a θalaaθa halhiin?
4. hal is-saa<sup>C</sup>a 'arba<sup>C</sup>a halhiin?
5. hal is-saa<sup>C</sup>a xamsa halhiin?
6. hal is-saa<sup>C</sup>a sitta halhiin?
7. hal is-saa<sup>C</sup>a sab<sup>C</sup>a halhiin?
8. hal is-saa<sup>C</sup>a θamaanya halhiin?
9. hal is-saa<sup>C</sup>a tis<sup>C</sup>a halhiin?
10. hal is-saa<sup>C</sup>a <sup>C</sup>a/ara halhiin?
11. hal is-saa<sup>C</sup>a 'arba<sup>C</sup>a halhiin?
12. hal is-saa<sup>C</sup>a sab<sup>C</sup>a halhiin?
13. hal is-saa<sup>C</sup>a <sup>C</sup>a/ara halhiin?
14. hal is-saa<sup>C</sup>a θamaanya halhiin?

15. hal is-saa<sup>C</sup>a wahda halhiin?  
 16. hal is-saa<sup>C</sup>a θinteen halhiin?

Drill 6 Cued Chain

- |                  |                             |                 |
|------------------|-----------------------------|-----------------|
| T :              | saamii - <sup>C</sup> ali   | 'Sami - Ali'    |
| S <sub>1</sub> : | hal huwa saamii?            | 'Is he Sami?'   |
| S <sub>2</sub> : | laa. huwa <sup>C</sup> ali. | 'No, he's Ali.' |
1. saliim - najiib
  2. fariid - rafiid
  3. mhammad - hamad
  4. naansi - linda
  5. faatma - fariida
  6. ruuθ - salma
  7. muhandis - mudiir
  8. mu<sup>C</sup>allim - daxtoor
  9. 'amrikaani - min 'abu θabi
  10. min al-'urdun - min labnaan
  11. 'as-sayyid jum<sup>C</sup>a - 'as-sayyid 'ahmad
  12. daxtoora - mudiira
  13. daxtoor 'asnaan - muwaθθaf
  14. fii l-maktab - fii l-madrassa
  15. fii l-mustaffa - fii l-maktab
  16. min 'abu θabi - min qatar
  17. ma<sup>C</sup> il-mudiir - ma<sup>C</sup> ahmad
  18. <sup>C</sup>ind il-madrassa - <sup>C</sup>ind il-mustaffa
  19. faatma - jamiila
  20. mustaffa - madrasa

Drill 7 Question Forming

Ask questions to which the following are answers. Use the question words: keef, juu, ween, hal, kam.

- |   |   |
|---|---|
| 1. 'is-saa <sup>C</sup> a xamsa.          | 9. 'ismii hamad.                            |
| 2. 'il-yoom il-'arba <sup>C</sup> a       | 10. 'al-mudiir fii l-maktab.                |
| 3. na <sup>C</sup> am. 'ana daxtoor.      | 11. na <sup>C</sup> am. 'il-mudiir hini.    |
| 4. 'il-mudiir fii l-maktab.               | 12. bxeer fukran.                           |
| 5. kullana bxeer. fukran.                 | 13. hiya fi l-maktab.                       |
| 6. laa. 'ismii sabt.                      | 14. haaḍi madrasa.                          |
| 7. 'al-yoom il-'ahad.                     | 15. 'al-hamdu lillaah.                      |
| 8. fuylii fii is-sa <sup>C</sup> diyyaat. | 16. <sup>C</sup> indii maw <sup>C</sup> id. |

Drill 8 Repetition - Translation

The teacher reads a sentence and the class repeats it all together; one student is then asked to translate it into English.

Example: T: 'ismii samiir.

Class: 'ismii samiir.

S: My name is Samir.

1. 'ismii saalim.
2. 'ismit/ feexa.
3. 'al-hamdu lillaah. bxeer.
4. tfaḍḍal istriih.
5. 'ad-daxtoor fii l-mustaffa.
6. 'al-mudiir ma<sup>C</sup> il-waziir.
7. 'al-waziir fii l-maktab.
8. ma<sup>C</sup> is-salaama.
9. 'ahlan wa sahlān.
10. fursa sa<sup>C</sup>iida.
11. haaḍa s-sayyid jum<sup>C</sup>a.

12. haaði d-daxtoora salma.
13. 'is-saa<sup>C</sup>a 0inteen halhiin.
14. hiya daxtoorat 'asnaan.
15. kullana fii l-madrasa.
16. <sup>C</sup>indii maw<sup>C</sup>id il-yoom.
17. 'al-yoom il-jum<sup>C</sup>a.
18. 'ana hini is-saa<sup>C</sup>a xamsa.
19. kullakum bxeer.
20. hal hiya hini?

Drill 9 Question - Answer

Answer the following questions:

1. fuu 'ismak?
2. keef haal il-<sup>C</sup>aayla?
3. kam is-saa<sup>C</sup>a halhiin?
4. fuu l-yoom?
5. marhaba?
6. keef haalak il-yoom?
7. fuu <sup>C</sup>amalak?
8. fuu fuylak?
9. ween tuusaan?
10. ween il-'urdun?
11. hal kullakum bxeer?
12. 'ayya hazza <sup>C</sup>indak maw<sup>C</sup>id?
13. ween fuylak?
14. hal 'ismii sabt?
15. 'ayya saa<sup>C</sup>a 'inta fi l-maktab?
16. 'ayya saa<sup>C</sup>a l-mudiir hini?

**Base sentence:**

'I have an appointment with the minister at 5 o'clock.'

- |                       |                                    |
|-----------------------|------------------------------------|
| 1. 'inta              | 11. is-saa <sup>C</sup> a sitta    |
| 2. 'inti              | 12. is-saa <sup>C</sup> a θalaaθa  |
| 3. daxtoor            | 13. 'is-saa <sup>C</sup> a θinteen |
| 4. mudiiira           | 14. il-yoom                        |
| 5. tis <sup>C</sup> a | 15. hiya                           |
| 6. 'ana               | 16. ahmad                          |
| 7. muhandis           | 17. feexa                          |
| 8. <sup>C</sup> aɣara | 18. ma <sup>C</sup> iɣ-feex zaayed |
| 9. 'il-yoom           | 19. 'inta                          |
| 10. 'inti             | 20. wahda                          |

T. gives two words. S<sub>1</sub> asks a question, using the question word ween 'where?'; S<sub>2</sub> answers the question by using Cind 'with, close to, at.'

S<sub>2</sub>: il-mu<sup>C</sup>allim <sup>C</sup>ind il-waziir. 'The teacher is

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- |                                      |                         |
|--------------------------------------|-------------------------|
| 1. waziir - feex                     | 9. musta/ffa - madrasa  |
| 2. muhandis - waziir                 | 10. madrasa - musta/ffa |
| 3. mu <sup>C</sup> allim - mudiir    | 11. maktab - /uyul      |
| 4. daxtoor - muwaḍḍaf                | 12. labnaan - suurya    |
| 5. mudiir - daxtoor                  | 13. 'abu ḍabi - dubayy  |
| 6. muhandis - waziir                 | 14. maktab - musta/ffa  |
| 7. <sup>C</sup> abdalla - feex       | 15. 'al-'urdun - suurya |
| 8. mu <sup>C</sup> allima - daxtoora | 16. mi/igan - 'ohaayo   |

## UNIT 5

## I. DIALOG

ta<sup>c</sup>aaruf(ii)hasan: 'as-salaam <sup>c</sup>aleek!fred: <sup>c</sup>aleek is-salaam!

hasan: /uu 'ismak?

fred: 'ismii fred.

hasan: keef haalak yaa fred?

fred: 'al-hamdu lillaah. bxeer.

hasan: 'inta titkallam <sup>c</sup>arabi zeen.fred: /ukran. 'ana 'atkallam /wayy <sup>c</sup>arabi.

hasan: min 'ayya balad 'inta?

fred: 'ana min 'amriika.

hasan: min 'ayya balad fii 'amriika?

fred: min tuusaan.

hasan: fii 'ayya wilaaya?

fred: fii 'arizoonaa.

hasan: keef it-taqs fii tuusaan fii i/-/itaa?

fred: 'it-taqs baarid w zeen fii i/-/itaa.

hasan: hal it-taqs haarr w ratib fi is-seef?

fred: laa. fii is-seef 'it-taqs haarr walaakin haaf.

## II. TRANSLATION

Getting Acquainted(ii)

Hassan: Peace be upon you.

Fred: Peace be upon you.

Hassan: What's your name?

Fred: My name is Fred.

Hassan: How are you, Fred?  
 Fred: I am fine.  
 Hassan: You speak Arabic well.  
 Fred: Thank you. I speak a little bit of Arabic.  
 Hassan: What country are you from?  
 Fred: I'm from America.  
 Hassan: From what city in America?  
 Fred: From Tucson.  
 Hassan: In what state?  
 Fred: In Arizona.  
 Hassan: How is the weather in Tucson in the winter?  
 Fred: It's cool and nice in the winter.  
 Hassan: Is it hot and humid in the summer?  
 Fred: No, in the summer it is hot but it is dry.

### III. VOCABULARY

yaa	vocative particle
titkallam	you speak (m.s.)
<sup>c</sup> arabi	Arabic
zeen	well; fine; good
'atkallam	I speak
/wayy	a little bit
balad	country; city, town
wilaaya	state
taqs	weather
'a/-/ita	the winter
'as-seef	the summer
baarid	cool
haarr	hot
ratib	humid

walaakin

but

haaf

## IV. ADDITIONAL VOCABULARY

yitkallam

he speaks

titkallam

she speaks; you speak (m.s.)

tkallam

speak! (imp. m.s.)

ruuh

go! (imp. m.s.)

## V. PRONUNCIATION

Drill 1Arabic r

Arabic r is a consonant. English r is more vowel than consonant. For the production of English r the tip of the tongue is turned back and the lips are rounded as in read and ran. Arabic r is a tongue-flap. It is produced by striking the tip of the tongue against the roof of the mouth. It is like r in Spanish or Italian caro 'dear'. In the speech of some Americans intervocalic t is more or less like Arabic r.

a. Practice saying the following:

ream

riim

rub

rab

rum

ram

risk

raf

rough

raf

rock

rak

run	ran
beer	biir
bar	baar
deer	diir
four	foor
berry	beri
sorry	saari
Arizona	'arizoona

The same procedure in Pronunciation Drill 2, UNIT 1, is to be followed.

b. Practice saying the following:

bxeer	sabaah	'il-xeer	xeer
fred	maryam	saara	Carabi
fukran	'amriika	baarid	haarr
mudiir	madrassa	ruuh	waziir

### Drill 2

#### Arabic t and t

Arabic t is a voiceless alveolar stop. It is a velarized sound--the root of the tongue is raised up towards the velum. t, on the other hand, is a dental stop. Notice the effect t has on neighboring vowels: taam vs. taam. The aa in taam is front, but it is back in taam. Arabic t is close to English t in the proper name Tom.

taam	taam	watan	watab
tam	tam	rutab	rutab
toor	toor	rutuuba	rutuuba
tiim	tiim	fat	fat
teer	teer	namat	namat

Follow the same procedure in Pronunciation Drill 4, UNIT 1.

## VI. GRAMMAR

1. The Vocative Particle yaa

yaa 'Oh!' is used in direct address (cf. English "Oh King," "Oh my Lord," etc.) It precedes proper names and titles. The noun that follows yaa should not take the article prefix:

yaa fred. Fred!

yaa ahmad. Ahmad!

yaa sayyid. Mr.!

yaa daxtoor. Dr.!

\*yaa 'as-sayyid.

yaa muhandis 'Engineer!' is grammatically correct but socially or culturally discourteous. yaa garsoon 'Garcon!' said in a restaurant is situationally acceptable.

2. Verbs - Present Tense

A verb in Arabic consists of two parts: a stem and a subject-marker; for example: The verb titkallam 'you (m.s.) speak' or 'she speaks' has the stem tkallam and the subject-marker (here a prefix) ti- 'you (m.s.), she.' yarruh 'he goes' has the stem ruuh and the subject-marker ya- 'he.' The subject-markers ti/ta, yi/ya are used interchangeably in the speech of many Abu Dhabians.

Below is a chart showing the conjugations of the two verbs whose stems are -tkallam- 'to speak' and -ruuh- 'to go' as presented in this lesson:

'ana	<u>'atkallam</u>	'I speak'	'ana	<u>'aruuh</u>	'I go'
'inta	<u>titkallam</u>	'you (m.s.) speak'	'inta	<u>taruuh</u>	'you (m.s.) go'
hiya	<u>titkallam</u>	'she speaks'	hiya	<u>taruuh</u>	'she goes'
huwa	<u>yitkallam</u>	'he speaks'	huwa	<u>yaruh</u>	'he goes'

The subject-markers are: 'a- for 'I', ti- or ta- for 'you (m.s.)', she', and yi- or ya- for 'he.'

The simple present tense in Arabic is used to indicate roughly the same thing as it is used in English. It indicates, mainly, either a habitual action in the present, for example, huwa yitkallam <sup>C</sup>arabi. 'He (usually, habitually) speaks Arabic,' or a progressive action--one that is going on now:

huwa yitkallam. 'He is speaking (now).'

'ana 'atkallam <sup>C</sup>arabi. 'I am speaking Arabic (now).'

### 3. The Imperative

The imperative form of the verb in ADA is in most cases the same form as the stem:

ruuh	'Go!!	-ruuh-	'to go'
tkallam	'Speak!'	-tkallam-	'to speak'
striih	'Take a rest!'	-striih-	'to take a rest'

### 4. The word zeen serves tow syntactic functions:

a. As an adjective: mudiir zeen 'a good director'

daxtoora zeena 'a good doctor (m.)' (For noun-adjective

concord see UNIT 4, VI, 4).

b. As an adverb meaning 'well, nicely' etc.:

huwa yitkallam <sup>C</sup>arabi zeen. 'He speaks Arabic well.'

Sometimes zeen is used in post-nominal position regardless of the gender of the preceding noun:

haaδi il-mu<sup>C</sup>allima zeen. The implication is: 'She teaches well.'

## VII. DRILLS

Drill 1 Chain Drill

- a. S<sub>1</sub>: sabaah il-xeer yaa sayyid saalim.  
       S<sub>2</sub>: sabaah il-xeer yaa sayyida naansi.
- b. S<sub>1</sub>: marhab yaa <sup>C</sup>abdalla!  
       S<sub>2</sub>: marhab yaa yuusif.

Drill 2 Substitution

- a. 'inta titkallam ma<sup>C</sup> il-mudiir. 'You are speaking with the  
       if-feex. director.'  
       il-waziir.  
       il-<sup>C</sup>aayla.  
       il-muhandis.  
       il-mu<sup>C</sup>allim.  
       mudiirak.  
       il-mudiira.  
       il-muwa<sup>o</sup>af.  
       il-mu<sup>C</sup>allima.  
       il-muhandisa.  
       id-daxtoor.  
       daxtoorak.  
       id-daxtoora.  
       daxtoor il-'asnaan.  
       daxtoorat il-'asnaan.  
       <sup>C</sup>abdalla.  
       mhammad.  
       maryam.  
       hamad.



b. Substitute hiya for 'inta in a. above.

Drill 3 Substitution

Substitute for 'il-mudiir the following items:

tkallam ma<sup>C</sup> il-mudiir. 'Speak with the director.'  
 il-waziir.  
 il-muhandis.  
 il-muwaḡḡaf.  
 il-mudiira.  
 il-mu<sup>C</sup>allim.  
 il-mu<sup>C</sup>allima.  
 il-muhandis.  
 id-daxtoor.  
 id-daxtoora.  
 daxtoor il-'asnaan.  
 daxtoorat il-'asnaan.  
<sup>C</sup>abdalla.  
 yuusif.  
 xadiija.  
 mudiirak.  
 feexa.  
 mhammad.  
<sup>C</sup>abdalla.  
 jum<sup>C</sup>a.

Drill 4 Substitution

a. 'inta titkallam fwayy ma<sup>C</sup> il-mudiir.

Use substitutions from Drill 3 above.

b. tkallam fwayy ma<sup>C</sup> il-mudiir.

Use substitutions from Drill 3 above.

- c. hiya titkallam fwayy ma<sup>C</sup> il-mudiir.  
Use substitutions from Drill 3 above.

Drill 5 Substitution

ruuh ma<sup>C</sup> il-muhandis. 'Go with the engineer.'  
is-sayyid jum<sup>C</sup>a.  
is-sayyida maryam.  
il-mu<sup>C</sup>allim saalem.  
sabt.  
il-muwaḍḍaf  
id-daxtoor <sup>C</sup>ali.  
if-feex zaayed.  
il-mudiir.  
faatma.  
is-sayyid saliim.  
il-mu<sup>C</sup>allim.  
mu<sup>C</sup>allimak.  
jaan.  
baab.

Drill 6 Substitution

- a. haaḍa il-mudiir. 'This is the director.'  
il-waziir.  
il-muhandis.  
il-mu<sup>C</sup>allim.  
il-muwaḍḍaf.  
id-daxtoor.  
s-sayyed jamiil.  
d-daxtoor <sup>C</sup>ali.  
daxtoor il-'asnaan.

haaδa il-masa.  
 if-fuyl.  
 il-<sup>C</sup>amal.  
 it-ṭaqs.  
 il-yoom.  
 is-ṣabaah.  
 il-maw<sup>C</sup>id.

b. haaδi il-mudiira zeena. 'This director (f.) is good.'  
 il-muhandisa.  
 il-mu<sup>C</sup>allima.  
 il-muwaḍḍafa.  
 id-daxtoora.  
 daxtoorat il-'asnaan.  
 il-<sup>C</sup>aayla.  
 il-balad.  
 il-fursa.  
 il-madrasa.  
 is-saa<sup>C</sup>a.

#### Drill 7 Repetition

1. keef it-ṭaqs il-yoom? it-ṭaqs haarr. 'How is the weather today?
2. baarid. It's hot.'
3. zeen.
4. haaf.
5. ratib.
6. haarr wa ratib.
7. baarid wa zeen.

8.                   haarr wa haaf.  
 9.                   baarid wa haaf.  
 10.                  haarr wa ratib.

Drill 8 Double Substitution

keef it-taqs fii 'abu ḡabi	fi is-seef?	'How is the weather
bayruut	if-fita	in Abu Dhabi in the
il-'urdun	"	summer?'
il-kweet	is-seef.	
il- <sup>c</sup> iraaq	"	
labnaan	if-fita	
liibyaa	is-seef	
suuryaa	if-fita	
dubayy	is-seef	
qatar	"	
iiraan	if-fita	
il-bahreen	is-seef	
<sup>c</sup> ammaan	"	
l- <sup>c</sup> een	if-fita	
baydaad	is-seef	

## UNIT 6

## I. DIALOG

taxi(i)

<sup>C</sup>ali: taxi!

ḥasan: ween triid truuh?

<sup>C</sup>ali: xuḍniḥ 'ila mat<sup>C</sup>am il-quds, min faḍlak.

ḥasan: ḥaaḍir. 'itfaḍḍal.

<sup>C</sup>ali: kam yiṣiir?ḥasan: saba<sup>C</sup>miyat fils.<sup>C</sup>ali: haaḍa saba<sup>C</sup>miya w il-baaqi 'ilak.

ḥasan: 'il-baaqi bax/iif?

<sup>C</sup>ali: na<sup>C</sup>am. 'il-baaqi bax/iif.

ḥasan: fukran.

<sup>C</sup>ali: <sup>C</sup>afwan.

## II. TRANSLATION

Taxi(i)

Ali: Taxi!

Hasan: Where do you want to go?

Ali: Take me to the Jerusalem Restaurant, please.

Hasan: All right, get in.

Ali: How much?

Hasan: Seven hundred fils.

Ali: Here's 700, the change (remainder) is for you.

Hasan: The change is a tip?

Ali: Yes, the change is for you.

Hasan: Thanks

Ali: You're welcome.

## III. VOCABULARY

triid	you want (m.s.)
truuh	you (m.s.) go
xuδ	take! (m.s.)
xuδnii	take me!
'ila	to
mat <sup>C</sup> am	restaurant
'al-quds	Jerusalem
min faδlak	if you (m.s.) please
haaδir	all right (I am ready)
'itfaδδal	get in (imp.)
kam yiṣiir?	How much is it?
saba <sup>C</sup> miya	700
baaqi	remainder; change
'ilak	for you (m.s.)
bax/iif	tip

## IV. ADDITIONAL VOCABULARY

triidiin	you want (f.s.)
truuhiin	you go (f.s.)
ti/rab	you drink (m.s.)
ʃakar	sugar
(hafiiz)	office
bariid	mail
maktab il-bariid	post office
miya	one hundred
miyateen	two hundred
gahwa	coffee

haliib	milk
faay	tea
mayy	water
θalaθmiya	300
'arba <sup>C</sup> miya	400
xamsmiya	500
sitmiya	600
saba <sup>C</sup> miya	700
θamaanmiya	800
tisi <sup>C</sup> miya	900
'uteel	hotel
saff	class
suug	market

## V. PRONUNCIATION

Drill 1

## Arabic q

Arabic q is a voiceless stop. Unlike k, it is a uvular stop; it is articulated further back. Practice saying cut, cough, cock, column with the tongue touching the uvula. Like velarized sounds q affects the quality of the surrounding vowels.

kaal	qaal	kaas	qaas
kadiim	qadiim	dakk	daqq
katar	qatar	bakk	baqq
kul	qul	bakbak	baqbaq
kalam	qalam	malak	malaq

Follow the same procedure in Pronunciation Drill 2, UNIT 2.

Drill 2

## Arabic δ

Arabic δ is similar to English th as in this, then plus velarization. In the following exercise notice the different effect δ has on neighboring vowels.

ḍabi	ḍabi	muwaḍḍaf	muwaḍḍaf
ḍaal	ḍaal	'iḍ-ḍuhr	'iḍ-ḍuhr
ḍuub	ḍuub	beeḍ	beeḍ
ḍamm	ḍamm	biiḍ	biiḍ
baḍii	baḍii	faḍḍ	baḍḍ

Follow the procedure in Pronunciation Drill 2, UNIT 2.

### Drill 3

#### Arabic γ

Arabic γ is the voiced counterpart of x. If you can produce x and then add the feature of voicing, you will produce γ. γ is similar to the Parisian r.

#### x vs. γ

xaali	yaali	luxa	luya
xaam	yaam	baxbax	baybay
xeer	yeer	baxiil	bayiil
xamsa	yamsa	siix	siiy
xuum	yuum	falax	falay
xeet	yeet	baxx	bayy

## VI. GRAMMAR

### 1. Verbs - Present Tense

Below are the conjugations of the verbs whose stems are -riid- 'to want, to desire', -axiḍ- 'to take', -tfaḍḍal- 'to be so good as to (sit down)', and -frah- 'to drink'.

stem	meaning	'ana	'inta	hiya	'inti	huwa
-riid-	to want	'ariid	<u>tariid</u>	<u>tariid</u>	<u>tariidiin</u>	<u>yariid</u>
-axiḍ-	to take	'aaxiḍ	<u>taaxiḍ</u>	<u>taaxiḍ</u>	<u>taaxiḍiin</u>	<u>yaaxiḍ</u>
-tfaḍḍal-	to be so good as to	'atfaḍḍal	<u>titfaḍḍal</u>	<u>titfaḍḍal</u>	<u>titfaḍḍaliin</u>	<u>yitfaḍḍal</u>
-frah-	to drink	'a/frah	<u>ti/frah</u>	<u>ti/frah</u>	<u>ti/rabiin</u>	<u>yi/frah</u>



Notice that feminine, second person, singular ('inti) of the verb is formed by adding the prefix ti- or ta- and the suffix -iin to the stem. Example:

'inti tariidiin	'you (f.s.) want'
'inti taaxiidiin	'you (f.s.) take'
'inti ti/rabiin	'you (f.s.) drink'
'inti titkallamiin	'you (f.s.) speak'
'inti taruuhiiin	'you (f.s.) go'

2. In the ADA verbal construction 'ana 'ariid 'aruuh 'I want to go' 'ariid and 'aruuh have the same prefix that refers to the subject 'ana 'I'. It is equivalent to the English verbal construction: verb + infinitive. Other examples are:

huwa yariid yitkallam <sup>C</sup>arabi. 'He wants to speak Arabic.'

'inta tariid ti/rab gahwa. 'You (m.s.) want to drink coffee.'

'inti tariidiin taruuhiiin 'ila l-madrassa. 'You (f.s.) want to go to school.'

### 3. Noun Constructs

A noun construct is a construction composed of two noun phrases syntactically bound together. The first element consists of a noun which must always be indefinite in form, i.e., it can never take the article prefix -al. The entire construction is definite or indefinite in accordance with the second element. The second element can be a single noun, or a noun phrase:

maktab bariid	'a post office'
maktab il-bariid	'the post office'
*il-maktab bariid	

This construction N + ('al-)N is equivalent to any of

the following English constructions:

- a. NN: 'the office mail' bariid il-maktab
- b. N's N: 'the director's office' maktab il-mudiir
- c. N of N: 'the office of the school' maktab il-madrasa

If the first element is feminine and has the feminine morpheme -a, we add a -t to it. Examples:

mu<sup>c</sup>allimat<sub>t</sub> il-madrasa 'the school teacher (f.)'

daxtoorat<sub>t</sub> il-'asnaan 'the dentist (f.)'

daxtoorat<sub>t</sub> 'asnaan 'a dentist (f.)'

These are the rigid restrictions on the occurrence of the first element of a noun construct:

It can only consist of a single noun or a series of nouns, in which case we have constructs within constructs:

maktab il-mudiir 'the director's office'

maktab		mudiir		il-madrasa	'the office of the school
				director'	

maktab		mudiir		madrasat		il-quds	'the office of the
							director of the
							Jerusalem school'

#### 4. Suffixed Pronouns with 'ila

(See UNIT 2, VI.2)

The preposition 'ila drops the a before suffixed pronouns:

'ilii	'for me, to me'	'ilhum	'for them (m.)'
'ilak	'for you (m.s.)'	'ilkum	'for you (m.p.)'
'ilit/	'for you (f.s.)'	'ilna	'for us'

5. Unlike English, phrases like 'to school' and 'to class' take the article 'al- before nouns:

'aruuh 'ila l-madrassa. 'I go to school.'  
 yaruuh 'ila s-saff. 'He goes to class.'  
aruuh 'ila madrassa. means 'I go to a school.'  
yaruuh 'ila saff. means 'He goes to a class.'

b. If the cardinal numerals 100, 300, 400... 900 are followed by the item counted, they take the suffix -t:

miya but miyat doolaar  
 0alaa0miya " 0alaa0miyat diinaar  
 tisi<sup>C</sup>miya " tisi<sup>C</sup>miyat fils

The noun following these numerals should be singular.

miyateen 'two hundred' is a special form.

## VII. DRILLS

### Drill 1

Say the words that stand for the following:

300	600	900	400	100
500	10	7	1	800
2	3	9	10	5
900	100	800	4	6
8	3	700	600	900

### Drill 2

S<sub>1</sub> asks the questions; S<sub>2</sub> uses the word the teacher supplies in the answer.

Example: S<sub>1</sub>: ween triid truuh?

T : mat<sup>C</sup>am.

S<sub>2</sub>: 'ila al-mat<sup>C</sup>am.

Change roles at mid-point.

- |   |                           |
|---|---------------------------|
| 1. mat <sup>C</sup> am                          | 11. mustaffa              |
| 2. mat <sup>C</sup> am il-quds                  | 12. daxtoora              |
| 3. 'uteel il- <sup>C</sup> een                  | 13. daxtoor il-'asnaan    |
| 4. 'uteel il-biitf                              | 14. maktab il-waziir      |
| 5. il-beetf clAb (Λ as in u<br>in <u>club</u> ) | 15. mu <sup>C</sup> allim |
| 6. maktab il-bariid                             | 16. suug                  |
| 7. 'uteel finiisya                              | 17. saff                  |
| 8. 'uteel samiiramiis                           | 18. mudiir                |
| 9. 'uteel il-ḥamra                              | 19. maktab il-mudiir      |
| 10. madrasa                                     | 20. muhandis              |

### Drill 3 Substitution

- a. 'ariid 'aruuh 'ila l-mat<sup>C</sup>am. 'I want to go to the restaurant.'
- 'abu ḍabi.
- suuryaa.
- bayruut.
- l-mustaffa
- mat<sup>C</sup>am il-quds
- maktab il-waziir
- as-suug
- mat<sup>C</sup>am il-quds
- al-madrasa
- as-saff
- 'uteel samiiramiis
- 'amriika
- labnaan
- al-'urdun
- maktab il-bariid

b. triid truuh 'ila al-mat<sup>C</sup>am. 'You want to go to the restaurant.'

Use substitutions from a. above.

#### Drill 4 Variable Substitution

Base Sentence: 'ariid 'aruuh 'ila al-mat<sup>C</sup>am. 'I want to go to

- |   |                           |
|---|---------------------------|
| 1. maktab il-mudiir                           | 16. hiya the restaurant.' |
| 2. maktab il-waziir                           | 17. saalem                |
| 3. 'al-madrassa                               | 18. maktab il-bariid      |
| 4. 'al-waziir                                 | 19. 'arizoonaa            |
| 5. 'is-saa <sup>C</sup> a xamsa               | 20. 'inti                 |
| 6. 'is-saa <sup>C</sup> a <sup>C</sup> a/ara  | 21. 'inta                 |
| 7. 'il-yoom                                   | 22. faatma                |
| 8. ma <sup>C</sup> <sup>C</sup> abdalla       | 23. salma                 |
| 9. halhiin                                    | 24. 'ana                  |
| 10. ma <sup>C</sup> il-waziir                 | 25. 'inti                 |
| 11. ma <sup>C</sup> il-muhandis               | 26. 'al-kweet             |
| 12. ma <sup>C</sup> il-mu <sup>C</sup> allima | 27. hiya                  |
| 13. 'is-suug                                  | 28. huwa                  |
| 14. 'al-uteel                                 | 29. 'ana                  |
| 15. halhiin                                   | 30. 'inti                 |

#### Drill 5 Repetition

- |                       |   |
|-----------------------|---|
| 1. maktab il-bariid   | 8. haal il-waziir                         |
| 2. maktab il-waziir   | 9. saff il-mu <sup>C</sup> allim          |
| 3. maktab il-muhandis | 10. mat <sup>C</sup> am if-farq           |
| 4. maktab il-muwaḍḍaf | 11. mat <sup>C</sup> am if-faarq il-awsat |
| 5. maktab il-mudiira  | 12. <sup>C</sup> amal il-muhandis         |
| 6. maktab id-daxtoora | 13. 'ism il-madrassa                      |
| 7. haal jim           | 14. taqs 'abu ḍabi                        |

- |                                 |                                |
|---------------------------------|--------------------------------|
| 15. taqs labnaan                | 18. maktab mudiirat il-madrasa |
| 16. saff il- <sup>C</sup> arabi | 19. mustaffa 'abu ḍabi         |
| 17. maktab mudiir il-madrasa    | 20. 'ism mustaffa l-madrasa    |

### Drill 6 Substitution

- a. 'inta triid truuh ma<sup>C</sup> il-mudiir. 'You (m.s.) want to go with  
 il-waziir. the director.'  
 il-muhandis.  
 il-mu<sup>C</sup>allim.  
 il-mudiira.  
 il-muwaḍḍafa.  
 il-muhandisa.  
 id-daxtoor.  
 id-daxtoora.  
 daxtoor il-'asnaan.  
 mḥammad.  
 ḥamad.  
<sup>C</sup>abdalla.  
 is-sayyid jum<sup>C</sup>a.  
 is-sayyida samiira.

- b. Substitute hiya for 'inta in a. above.

### Drill 7 Substitution

- a. 'inta triid ti/rab ma<sup>C</sup> il-mudiir. 'You (m.s.) want to  
 drink with the director.'  
 Use substitutions from Drill 6, a. above.
- b. Substitute hiya for 'inta in a. above.

### Drill 8

Repeat procedure in Drill 7 above with:

'inta triid titkallam fwayy ma<sup>C</sup> il-mudiir.  
 'You (m.s.) want to talk a little bit with the director.'

Drill 9 TransformationT: saba<sup>C</sup>miya filsS: saba<sup>C</sup>miyat fils

saba <sup>C</sup> miya	fils	sitmiya	fils
saba <sup>C</sup> miya	doolaar	θamaanmiya	rubbiyya
miya	fils	θamaanmiya	liira
miya	doolaar	tisi <sup>C</sup> miya	fils
miya	muhandis	saba <sup>C</sup> miya	diinaar
θalaθmiya	fils	miya	daxtoor
'arba <sup>C</sup> miya	liira	xamsmiya	madrasa
'arba <sup>C</sup> miya	liira	xamsmiya	<sup>C</sup> arabi
xamsmiya	fils	θamaanmiya	<sup>C</sup> arabi
miyateen	diinaar	sitmiya	labnaani
sitmiya	diinaar	tisi <sup>C</sup> miya	balad

(The dinar referred to here is the Bahreini dinar = \$2. There are 100 fils to a dinar. The liira is the Lebanese or Syrian pound = \$0.30.)

Drill 10 Transformation

Change to the feminine:

- |                             |   |
|-----------------------------|---|
| 1. ruuh 'ila al-madrasa.    | 9. 'il-baaqi 'ilak.   |
| 2. ruuh ila ad-daxtoor.     | 10. <sup>C</sup> indak fuyul?   |
| 3. 'itfaððal.               | 11. <sup>C</sup> indak <sup>C</sup> amal?                             |
| 4. 'itfaððal istriih.       | 12. <sup>C</sup> indak biira?   |
| 5. ween triid truuh?        | 13. <sup>C</sup> indak maw <sup>C</sup> id ma <sup>C</sup> il-waziir? |
| 6. ween triid ti/rab biira? | 14. haaða l-balad haarr.  |
| 7. /uu triid ti/rab?        | 15. /ukran yaa sayyid samiir.   |
| 8. /uu ti/rab?              | 16. kam triid?  |

17. 'inta titkallam <sup>C</sup>arabi zeen. 19. fuu 'ismak?  
 18. hal huwa fi f-fuyl? 20. wee <sup>C</sup>aayiltak yaa sayyid  
 jamiil?

Drill 11 Question - Answer

S<sub>1</sub> asks questions; S<sub>2</sub> answers.

Example: S<sub>1</sub>: kam yiṣiir? 'How much is it?'

T: 700 fils.

S<sub>2</sub>: saba<sup>C</sup>miyat fils. '700 fils.'

Change roles at mid-point.

- |                |                   |
|----------------|-------------------|
| 1. 500 dollars | 6. 600 dinars     |
| 2. 300 dinars  | 7. 700 engineers  |
| 3. 600 fils    | 8. 100 teachers   |
| 4. 900 liras   | 9. 400 schools    |
| 5. 600 fils    | 10. 800 hospitals |

Drill 12 Substitution

a. min faḍlak ween il-mudiir? 'Where is the director, please?'

'uteel finiisya?

il-baaqi?

il-musta/fa?

mat<sup>C</sup>am if-feex?

il-bax/ii/?

maktab il-bariid?

il-bariid?

id-daxtoor jum<sup>C</sup>a?

is-sayyid saliim?

il-madrassa?

maktab if-feex?



mudiirat il-madrasa?

mudiir il-mustaffa?

'uteel il-<sup>C</sup>een?

b. Change a. to the feminine.

c. Answer the questions in a. and b.

Drill 13 Substitution

'ana 'ariid fwayy gahwa. 'I want a little coffee.'

faay.

mayy.

fuyul.

<sup>C</sup>amal.

haliib.

biira.

wiski.

votka.

gahwa ma<sup>C</sup> haliib.

faay ma<sup>C</sup> haliib.

gahwa.

faay ma<sup>C</sup> fakar.

gahwa ma<sup>C</sup> fakar.

haliib.

## UNIT 7

## I. DIALOG

## taxi (ii)

hasan: masa l-xeer.

fred: masa l-xeer.

hasan: 'inta triid taxi?

fred: na<sup>C</sup>am. 'ana 'ariid taxi.

hasan: ween triid truuh?

fred: 'ariid 'aruuh 'ila 'uteel samiiramiis.

hasan: zeen. 'itfaððal.

fred: kam triid?

hasan: θalaaθa diinaar.

fred: haaða kaθiir 'adfa<sup>C</sup> diinaareen bas.

hasan: zeen. 'itfaððal.

hasan: min ween 'inta yaa sayyid?

fred: 'ana min 'amriika.

hasan: 'ahlan wa sahlān. haaði 'awwal marra tajii 'ila 'abu  
ðabi?

fred: laa. haaði θaaliθ marra.

hasan: kam saarlak hini?

fred: saarlīi <sup>C</sup>a/ar 'ayyaam bas.

hasan: 'in/aalla 'a<sup>C</sup>jabatk il-balad.

fred: na<sup>C</sup>am. 'a<sup>C</sup>jabatnīi kəθiir.

hasan: hal <sup>C</sup>aayiltak ma<sup>C</sup>ak?

fred: laa. <sup>C</sup>aayiltīi mu/ ma<sup>C</sup>ii.

## II. TRANSLATION

## Taxi (ii)

Hasan: Good afternoon (evening).

Fred: Good afternoon (evening).

Hasan: Do you want a taxi?

Fred: Yes, I want a taxi.

Hasan: Where do you want to go?

Fred: I want to go to Semiramis Hotel.

Hasan: All right. Get in.

Fred: How much do you want?

Hasan: Three dinars.

Fred: This is too much. I'll pay only two dinars.

Hasan: O. K. Get in.

Hasan: Where are you from, Sir?

Fred: I'm from America.

Hasan: You're welcome. Is this the first time you come to  
Abu Dhabi?

Fred: No. It's the third time.

Hasan: How long have you been here?

Fred: I have been here for ten days only.

Hasan: I hope you are pleased with the country.

Fred: Yes, very much.

Hasan: Is your family with you?

Fred: No, my family is not with me.

## III. VOCABULARY

'ariid

I want

kaθiir

much; many; a lot

'adfa <sup>C</sup>	I pay
diinaareen	two dinars
bas	only
'awwal	first
marra	time; once
tajii	you come (m.s.)
θaaliθ	third
saar	it happened; it became; it changed into
'ayyaam	(pl. of <u>yoom</u> ) days
'a <sup>C</sup> jabatk	it (f.s.) pleased you; you liked it
mu/	(neg. particle) not

## IV. ADDITIONAL VOCABULARY

θaanii	second
θaaliθ	third
raabi <sup>C</sup>	fourth
xaamis	fifth
saadis	sixth
saabi <sup>C</sup>	seventh
θaamin	eighth
taasi <sup>C</sup>	ninth
triidiin	you (f.s.) want
triiduun	you (m.pl.) want
tidfa <sup>C</sup>	you (m.s.) pay; she pays
tidfa <sup>C</sup> iin	you (f.s.) pay
tidfa <sup>C</sup> uun	you (m.pl.) pay

tajii	she comes; you (m.s.) come
tajiin	you (f.s.) come
tajuun	you (m.pl.) come
'ajii	I come
a <sup>C</sup> jabatna	it (f.s.) pleased us
a <sup>C</sup> jabathum	it (f.s.) pleased them
a <sup>C</sup> jabatkum	it (f.s.) pleased you (m.pl.)

## V. GRAMMAR

### 1. kam yisiir? vs. kam triid?

kam yisiir 'How much is it?' in ADA is used in inquiring about how much a thing is, i.e., according to a fixed tariff or price. kam triid is literally 'How much do you want?' This second phrase is more personalized, i.e., you are asking how much the person charges or literally 'wants'. Ask a cab driver kam yisiir? and not kam triid; you may be charged more if you use the latter.

### 2. Verbs - Present Tense

Below is a chart showing the conjugations of the two present tense verbs whose stems are -dfa<sup>C</sup>- 'to pay' and -jii- 'to come' as presented in this lesson. -dfa<sup>C</sup>- is regular but -jii- is irregular:

stem	meaning	'ana	'inta/hiya	'inti	huwa	'intum
<u>-dfa<sup>C</sup></u>	to pay	'adfa <sup>C</sup>	tidfa <sup>C</sup>	tidfa <sup>C</sup> iin	yidfa <sup>C</sup>	yidfa <sup>C</sup> uun
<u>-jii-</u>	to come	'ajii	tajii	tajiin	yajii	yajuun

Notice that the masculine, second person plural ('intum) form of the verb is formed by adding -uun to the masculine,

second person singular:

'inta tidfa<sup>C</sup>. 'you (m.s.) pay. 'intum tidfa<sup>C</sup>uun. 'you (m.p.) pay.'  
'inta taruuh. 'you (m.s.) go. 'intum taruuhuun. 'you (m.p.) go.'  
'inta titkallam. 'you (m.s.) speak. 'intum titkallamuun. 'you (m.p.)  
 speak.'

Warning: 'inti tajiin. 'you (f.s) come.' not \*'inti tajiin.

'intum tajuun. 'you (m.p.) come.' not \*intum tajiin.

### 3. Number

English has two numbers; singular and plural. Arabic has three numbers: singular, dual (two), and plural. The dual is formed by adding the morpheme -een or -teen. The latter, -teen, is added to words that end in -a (in most cases a feminine ending) except for mustaffa 'hospital' whose dual is mustaffayeen 'two hospitals' and not \*mustaffateen. Examples:

diinaar 'one dinar'	diinaareen 'two dinars'
waziir 'one minister'	waziireen 'two ministers'
mu <sup>C</sup> allima 'one teacher (f.)'	mu <sup>C</sup> allimateen 'two teachers (f.)'
mudiira 'one director (f.)'	mudiirateen 'two directors (f.)'

### 4. Ordinals

The ordinals 'awwal 'the first'—<sup>C</sup>aa/ir 'the tenth' as presented in this lesson are followed by singular nouns:

'awwal marra	'the first time'
<sup>C</sup> aa/ir madrasa	'the tenth school'

These ordinals are not inflected for gender or number:

'awwal mu <sup>C</sup> allim	'the first (m.) teacher'
'awwal mu <sup>C</sup> allima	'the first (f.) teacher'
'awwal mu <sup>C</sup> allimeen	'the first (m.) two teachers'
'awwal mu <sup>C</sup> allimateen	'the first (f.) two teachers'

The formations of 'awwal 'the first' and θaani 'the second' from waahid 'one' and 'iθneen 'two' are irregular. The rest, i.e., θaaliθ 'the third'—<sup>C</sup>aafir 'the tenth' are fairly regular. They are formed according to the pattern  $C_1aaC_2iC_3$ , where  $C_1$  stands for the first consonant of the cardinal:

θalaaθa	θaaliθ	'the third'
'arba <sup>C</sup> a	raabi <sup>C</sup>	'the fourth'
xamsa	xaamis	'the fifth'
sitta	saadis	'the sixth' ( <u>saatit</u> is

preserved in the speech of older people.

sab <sup>C</sup> a	saabi <sup>C</sup>	'the seventh'
θamaanya	θaamin (drop -ya)	'the eighth'
tis <sup>C</sup> a	taasi <sup>C</sup>	'the ninth'
<sup>C</sup> a/ara	<sup>C</sup> aa/fir	'the tenth'

5. kam saarlak hini? is to be learned as a formula. It means (not literally) 'How long have you (m.) been here?'

kam saarlit/ hini? 'How long have you (f.) been here?'

kam saarlahum hini? 'How long have they (m.) been here?'

kam saarlana hini? 'How long have we been here?'

kam saarlii hini? 'How long have I been here?'

6. Cardinal numerals 3-10 take a plural noun, and they are not inflected for gender in ADA:

ca/ar 'ayyaam	'ten days'
tis <sup>C</sup> 'ayyaam	'nine days'
xams 'ayyaam	'five days'

Note that cardinals drop the -a when followed by the item counted except for monetary units, which are singular:

caṣara diinaar	'ten dinars'
tis <sup>C</sup> a doolaar	'nine dollars'
xamsa fiṣ	'five fiṣ'

#### 7. laa vs. muf

laa 'no' is used in an answer to a question. It negates the whole idea or meaning. muf 'not' negates and should always precede a noun or a phrase:

huwa muf muhandis. 'He is not an engineer.'

hiya muf hini. 'She is not here.'

hum muf fi l-madrassa. 'They are not at school.'

<sup>C</sup>aayiltii muf ma<sup>C</sup>ii. 'My family is not with me.'

8. 'in/alla literally means 'if God wills'. It is frequently used in the speech of Abu Dhabians. It generally means: 'I hope that..., I anticipate that...':

'in/alla a<sup>C</sup>jabatḱ il-balad. 'I hope you liked the country.'

'in/alla l-mudiir hini. 'I hope the director is here.'

'in/alla taruuh 'ila 'abu ḁabi. 'I hope that you (m.s.) will go to Abu Dhabi.'

## VI. DRILLS

### Drill 1 Repetition

yoom	waahid	diinaar	waahid
yoomeen		diinaareen	
ḁalaaḁ	'ayyaam	ḁalaaḁa	diinaar
'arba <sup>C</sup>	'ayyaam	'arba <sup>C</sup> a	diinaar
xams	'ayyaam	xamsa	diinaar



sit	'ayyaam	sitta	diinaar
sab <sup>C</sup>	'ayyaam	sab <sup>C</sup> a	diinaar
θamaan	'ayyaam	θamaanya	diinaar
tis <sup>C</sup>	'ayyaam	tis <sup>C</sup> a	diinaar
<sup>C</sup> a/ar	'ayyaam	<sup>C</sup> a/ara	diinaar

### Drill 2 Repetition

- a. 'awwal            saadis  
       θaani            saabi<sup>C</sup>  
       θaaliθ           θaamin  
       raabi<sup>C</sup>           taasi<sup>C</sup>  
       xaamis           <sup>C</sup>aa/fir

### b. Transformation

T: yoom waahid        'one day'

S: 'awwal yoom        'the first day'

- |          |                      |             |                    |
|----------|----------------------|-------------|--------------------|
| 1. yoom  | 'iθneen              | 8. daxtoor  | tis <sup>C</sup> a |
| 2. yoom  | θalaaθa              | 9. daxtoor  | <sup>C</sup> a/ara |
| 3. yoom  | 'arba <sup>C</sup> a | 10. daxtoor | waahid             |
| 4. marra | xamsa                | 11. madrasa | waahid             |
| 5. marra | sitta                | 12. madrasa | 'iθneen            |
| 6. marra | sab <sup>C</sup> a   | 13. madrasa | <sup>C</sup> a/ara |
| 7. marra | θamaanya             | 14. madrasa | 'iθneen            |

Substitute mat<sup>C</sup>am, balad, maktab, and suug, for the nouns in b. above.

### Drill 3 Chain Drill

S<sub>1</sub>: kam şarlak hini? 'How long have you (m.s.) been here?'

T : xams 'ayyaam. 'Five days.'

S<sub>2</sub>: şaarlii xams 'ayyaam hini bas. 'I have been here for  
    five days only.'

1. yoom	waahid	9. yoomeen	-
2. 0alaa0	'ayyaam	10. 'arba <sup>C</sup>	'ayyaam
3. tis <sup>C</sup>	'ayyaam	11. 0amaan	'ayyaam
4. xams	'ayyaam	12. tis <sup>C</sup>	'ayyaam
5. <sup>C</sup> a/ar	'ayyaam	13. sit	'ayyaam
6. yoomeen	-	14. yoom	waahid
7. sit	'ayyaam	15. 0alaa0	'ayyaam
8. 0amaan	'ayyaam	16. 0amaan	'ayyaam

#### Drill 4 Variable Substitution

Base Sentence: huwa yaruuh 'ila l-madrasa. 'He goes to school.'

1. hiya	11. /uyul
2. musta/fa	12. muwa00af
3. maktab	13. 'ana
4. hum	14. mat <sup>C</sup> am
5. waziir	15. maktab il-bariid
6. 'inta	16. hum
7. daxtoor	17. labnaan
8. mudiir	18. huwa
9. 'inti	19. balad
10. <sup>C</sup> amal	20. 'abu 0abi

#### Drill 5 Repetition

huwa	yistariih	yidfa <sup>C</sup>	yajii
hiya	tistariih	tidfa <sup>C</sup>	tajii
hum	yistariihuun	yidfa <sup>C</sup> uun	yajuun
'ana	'astariih	'adfa <sup>C</sup>	'ajii
'inta	tistariih	tidfa <sup>C</sup>	tajii
'inti	tistariihiiin	tidfa <sup>C</sup> iin	tajiin

Drill 6 Variable Substitution

Substitute yajii 'he comes' for varuuh in Drill 6.

Drill 7 Variable Substitution

Base sentence: huwa yitkallam <sup>C</sup>arabi kaθiir. 'He speaks Arabic a lot'.

- |            |                      |
|------------|----------------------|
| 1. hiya    | 11. yariid           |
| 2. fwayy   | 12. hum              |
| 3. il-yoom | 13. faatma           |
| 4. 'inta   | 14. salma            |
| 5. kaθiir  | 15. <sup>C</sup> ali |
| 6. hum     | 16. 'inti            |
| 7. 'ana    | 17. 'intum           |
| 8. 'inti   | 18. 'inta            |
| 9. fwayy   | 19. hum              |
| 10. huwa   | 20. 'itum            |

Drill 8 Substitution

- a. 'ariid kaθiir gahwa. 'I want a lot of coffee.'

fakar.

haliib

faay

mayy

wiski

fuyul.

<sup>C</sup>amal.

- b. 'ariid gahwa kaθiir.. 'I want a lot of coffee.'

Use same substitutions in a.

Drill 9 Transformation

a) Base sentence: huwa yiriid yistariih hini.

'He wants to rest here.'

- |          |           |
|----------|-----------|
| 1. hiya  | 6. huwa   |
| 2. 'inta | 7. hum    |
| 3. 'ana  | 8. 'ana   |
| 4. 'inti | 9. hiya   |
| 5. hum   | 10. 'inta |

b) huwa yiriid yajii hini. 'He wants to come here.'

- |          |           |
|----------|-----------|
| 1. 'inta | 6. huwa   |
| 2. 'ana  | 7. 'ana   |
| 3. hum   | 8. hum    |
| 4. hiya  | 9. 'inta  |
| 5. 'inti | 10. 'inti |

Drill 10 Aural Comprehension

'ismii <sup>C</sup>abdalla. 'ana min 'abu ḡabi. ṣaarlii fii 'amriika  
<sup>C</sup>aṣar 'ayyaam bas. 'it-ṭaqs fii tuusaan ḥaarr walaakin ḥaaf  
 fi ṣ-seef. fii 'abu ḡabi it-ṭaqs ḥaarr walaakin raṭib fi ṣ-seef.  
 haaḡi l-balad 'a<sup>C</sup>jabatni kaḡiir w iṣ-ṣuyul fiiha kaḡiir. hal  
 ḥazza 'ariid 'aruuh. <sup>C</sup>aayilti fii 'abu ḡabi, muṣ ma<sup>C</sup>ii. <sup>C</sup>indii  
 maw<sup>C</sup>id ma<sup>C</sup> il-mudiir is-saa<sup>C</sup>a ḡalaaḡa. fii maanillaah.

Questions

1. /uu 'ismii?
2. min ween 'ana?
3. kamsaarlii fii 'amriika?
4. keef it-ṭaqs fii tuusaan fi ṣ-seef?
5. hal it-ṭaqs raṭib fii tuusaan fi ṣ-seef?

6. keef it-ṭaqs fi ṣ-ṣeef fii 'abu ḡabi?
7. hal 'a<sup>C</sup>jabatnii haaḡi l-balad fwayy?
8. keef if-fuyul fii haaḡi l-balad?
9. hal <sup>C</sup>aayiltii ma<sup>C</sup>ii?
10. hal <sup>C</sup>indii maw<sup>C</sup>id ma<sup>C</sup> id-daxtoor?
11. hal <sup>C</sup>indii maw<sup>C</sup>id is-saa<sup>C</sup>a ḡamaanya?

Drill 11 Question - Answer

Answer the following questions:

1. kam is-saa<sup>C</sup>a?
2. fuu l-yoom?
3. min ween 'inta ('inti)?
4. kam tariid (tariidiin)?
5. kam tidfa<sup>C</sup>?
6. kam ṣaarlak hini?
7. kam diinaar <sup>C</sup>indak (<sup>C</sup>inditf)?
8. kam diinaar <sup>C</sup>indahum?
9. keef ḡaalak?
10. keef il-<sup>C</sup>aayla? keef <sup>C</sup>aayiltak? kullahum bxeer?
11. keef it-ṭaqs fi ṣ-ṣeef hini?
12. keef it-ṭaqs fi f-fita fii tuuṣaan?
13. ween maktabak?
14. fuu triid?
15. hal 'a<sup>C</sup>jabatk il-balad?
16. hal 'ismitf faatma?
17. hal <sup>C</sup>indak (<sup>C</sup>inditf) maw<sup>C</sup>id?
18. fuu 'ism daxtoor il-'asnaan?
19. kam ṣaarlana hini?
20. min ween is-sayyid jamiil?

## UNIT 8

## I. DIALOG

maw<sup>C</sup>id (ii)

yuusif : sabaah il-xeer yaa mhammad!

mhammad: sabaah il-xeer yaa yuusif.

yuusif : kam is-saa<sup>C</sup>a halhiin mif faḍlak?mhammad: θna<sup>C</sup>f wa nuṣṣ.yuusif : <sup>C</sup>indii maw<sup>C</sup>id ma<sup>C</sup> id-daxtoor is-saa<sup>C</sup>a θinteen 'illaa rub<sup>C</sup>.mhammad: ma<sup>C</sup> 'ayya daxtoor?yuusif : ma<sup>C</sup> id-daxtoor saami, daxtoor il-'asnaan.

mhammad: 'inta 'asnaanak muḥ zeen?

yuusif: na<sup>C</sup>am. 'asnaani muḥ zeen kaθiir.mhammad: ba<sup>C</sup>d saa<sup>C</sup>a 'ana 'ariid 'aruuh 'ila saff il-'ingliizi.  
<sup>C</sup>indii saff il-yoom.yuusif : zeen. 'ana 'ajii ba<sup>C</sup>d bukra hini wa 'a/rab ma<sup>C</sup>ak  
gahwa fii maktabak.

mhammad: 'ahlan wa sahlān.

yuusif : fi maanillaah.

mhammad: ma<sup>C</sup> is-salaama.

## II. TRANSLATION

An Appointment (ii)

Yusif : Good morning, Mohammad!

Mohammad: Good morning, Yusif.

Yusif : What time is it now, please?

Mohammad: Half past twelve.

Yusif : I have an appointment with the doctor at quarter to  
two.

Mohammad: With which doctor?

Yusif : With Doctor Sami, the dentist.

Mohammad: Your teeth are not good?

Yusif : Yes, my teeth are not very good.

Mohammad: In one hour I want to go to the English class.  
I have a class today.

Yusif : Fine, I will come here after tomorrow and I'll  
drink coffee with you in your office.

Mohammad: You're welcome.

Yusif : Good-bye.

Mohammad: Bye.

### III. VOCABULARY

nuss	half
hum	they
hinna, nihna	we
is-subh	in the morning
iḍ-ḍuhr	noon; noontime
ba <sup>c</sup> d iḍ-ḍuhr	in the afternoon
il-masa	in the evening (m.)
rub <sup>c</sup>	quarter (m.)
'illaa rub <sup>c</sup>	quarter to
wa rub <sup>c</sup>	quarter past
gabil	before
ba <sup>c</sup> d	after; in (with time expression)
bukra	tomorrow
yoom il-samiis	on Thursday
yoom is-sabt	on Saturday
hda <sup>c</sup> f	eleven
ṭna <sup>c</sup> f	twelve

leel	night(time) (m.), evening
nuss	midnight
mawjuud	found (m.); located; existing

#### IV. GRAMMAR

##### 1. Telling Time (See UNIT 4, VI 3.)

In telling time with fractions of an hour (i.e. with minutes, quarters and halves), always start off with whole numbers and then add wa and/or 'illaa 'to; minus' before the fraction. Examples:

'is-saa <sup>C</sup> a xamsa w nuss.	'It's half past five.'
'is-saa <sup>C</sup> a xamsa w rub <sup>C</sup> .	'It's quarter past five.'
'is-saa <sup>C</sup> a xamsa 'illaa rub <sup>C</sup> .	'It's quarter to five.'
'is-saa <sup>C</sup> a xamsa w <sup>C</sup> a/ara.	'It's ten minutes past five.'
'is-saa <sup>C</sup> a xamsa 'illaa xamsa.	'It's five to five.'

##### 2. Verbs - Present Tense

The masculine, third person plural (hum) form of the verb is formed by adding -uun to the masculine, third person singular. Examples:

huwa yaruuh	'He goes.'	hum yaruuhuun	'They go.'
huwa yidfa <sup>C</sup>	'He pays.'	hum yidfa <sup>C</sup> uun	'They pay.'
huwa yi/rab	'He drinks.'	hum yi/rabuun	'They drink.'
huwa yitkallam	'He speaks.'	hum yitkallamuun	'They speak.'

##### 3. ba<sup>C</sup>d and gabil

ba<sup>C</sup>d as a preposition has the meanings of 'after' or 'in' depending upon the noun or phrase that follows it. Examples:

huwa fi l'maktab ba<sup>C</sup>d 'is-saa<sup>C</sup>a wahda. 'He will be (is) in the office after one o'clock.'

'ajii hini ba<sup>C</sup>d bukra.

'I (will) come here after tomorrow.'



- 'is-sabt ba<sup>C</sup>d il-jum<sup>C</sup>a. 'Saturday is after Friday.'
- 'ana 'atkallam ba<sup>C</sup>d il-mudiir. 'I (will) speak after the director.'
- salma titkallam ba<sup>C</sup>d saa<sup>C</sup>a. 'Salma will speak, speaks, in one hour.'
- ba<sup>C</sup>d yoom<sup>C</sup>een yaruuh<sup>C</sup>un 'ila 'abu ḍabi. 'In two days, they (will) go to Abu Dhabi.'

gabil in this lesson means 'before':

- 'is-sabt gabil il-'aḥad. 'Saturday is before Sunday.'
- <sup>C</sup>ali yaruuh gabil 'aḥmad. 'Ali goes before Ahmad.'
4. yoom il-jum<sup>C</sup>a 'on Friday' is a phrase. 'alyoom il-jum<sup>C</sup>a 'Today is Friday.' is a sentence. The two expressions are liable to be confused.

- yoom is-sabt 'on Saturday'
- 'al-yoom is-sabt. 'Today is Saturday.'

5. 'almasa and 'al-leel

There are restrictions on the occurrences of these words.

Examples:

- 'is-saa<sup>C</sup>a sitta l-masa. 'It's six in the evening.' or  
'at six in the evening'
- \*is-saa<sup>C</sup>a sitta l-leel.
- 'is-saa<sup>C</sup>a sitta fi l-leel. 'at six in the evening'
- 'is-saa<sup>C</sup>a sitta fi l-masa 'at six in the evening'

V. DRILLS

Drill 1 Substitution

- kam is-saa<sup>C</sup>a? 'What time is it?' 'is-saa<sup>C</sup>a wahda. 'It's one o'clock.  
ḥinteen.  
ḥalaaḥa.  
'arba<sup>C</sup>a.  
xamsa.

sitta.  
 sab<sup>C</sup>a.  
 θamaanya.  
 tis<sup>C</sup>a.  
<sup>C</sup>aƚara.  
 ḥda<sup>C</sup>ƚ.  
 θna<sup>C</sup>ƚ.  
 wahda.  
 θinteen.  
<sup>C</sup>aƚara.

### Drill 2 Chain

When you hear the time, change the sentence to the negative and give a new time by adding one hour.

Example: T: 'is-saa<sup>C</sup>a wahda. 'It's one o'clock.'

S: 'is-saa<sup>C</sup>a muƚ wahda. 'is-saa<sup>C</sup>a θinteen.

'It isn't one o'clock. It's two o'clock.'

- |   |  |
|---|--|
| 1. 'is-saa <sup>C</sup> a wahda.                | 11. 'is-saa <sup>C</sup> a sab <sup>C</sup> a. |
| 2. 'is-saa <sup>C</sup> a θinteen.              | 12. 'is-saa <sup>C</sup> a θamaanya.           |
| 3. 'is-saa <sup>C</sup> a θalaaθa.              | 13. 'is-saa <sup>C</sup> a tis <sup>C</sup> a. |
| 4. 'is-saa <sup>C</sup> a 'arba <sup>C</sup> a. | 14. 'is-saa <sup>C</sup> a <sup>C</sup> aƚara. |
| 5. 'is-saa <sup>C</sup> a xamsa.                | 15. 'is-saa <sup>C</sup> a ḥda <sup>C</sup> ƚ. |
| 6. 'is-saa <sup>C</sup> a sitta.                | 16. 'is-saa <sup>C</sup> a θna <sup>C</sup> ƚ. |
| 7. 'is-saa <sup>C</sup> a wahda.                | 17. 'is-saa <sup>C</sup> a <sup>C</sup> aƚara. |
| 8. 'is-saa <sup>C</sup> a θinteen               | 18. 'is-saa <sup>C</sup> a ḥda <sup>C</sup> ƚ. |
| 9. 'is-saa <sup>C</sup> a θna <sup>C</sup> ƚ.   | 19. 'is-saa <sup>C</sup> a θinteen.            |
| 10. 'is-saa <sup>C</sup> a ḥda <sup>C</sup> ƚ.  | 20. 'is-saa <sup>C</sup> a wahda.              |

Drill 3 Chain

Teacher makes a clock face. The hands are set at different times. One student should ask the question: kam is-saa<sup>C</sup>a? The next student should give the answer: 'is-saa<sup>C</sup>a \_\_\_\_\_. 'It's \_\_\_\_\_. When the second student gives the answer, the teacher asks, using the incorrect time: hal is-saa<sup>C</sup>a \_\_\_\_\_? 'Is it \_\_\_\_\_?' A third student then answers: laa. 'is-saa<sup>C</sup>a muƒ \_\_\_\_\_. 'is-saa<sup>C</sup>a \_\_\_\_\_. 'No, it's not \_\_\_\_\_. It's \_\_\_\_\_.'

Drill 4 Repetition

1. 'is-saa<sup>C</sup>a wahda s-subh.
2. 'is-saa<sup>C</sup>a θinteen is-subh.
3. 'is-saa<sup>C</sup>a θalaaθa s-subh.
4. 'is-saa<sup>C</sup>a 'arba<sup>C</sup>a s-subh.
5. 'is-saa<sup>C</sup>a xamsa s-subh.
6. 'is-saa<sup>C</sup>a sitta s-subh.
7. 'is-saa<sup>C</sup>a sab<sup>C</sup>a s-subh.
8. 'is-saa<sup>C</sup>a θamaanya s-subh.
9. 'is-saa<sup>C</sup>a tis<sup>C</sup>a s-subh.
10. 'is-saa<sup>C</sup>a Cafaara s-subh.
11. 'is-saa<sup>C</sup>a hda<sup>C</sup>ƒ is-subh.
12. 'is-saa<sup>C</sup>a θna<sup>C</sup>ƒ iδ-δuhr.
13. 'is-saa<sup>C</sup>a wahda ba<sup>C</sup>d iδ-δuhr.
14. 'is-saa<sup>C</sup>a θinteen ba<sup>C</sup>d iδ-δuhr.
15. 'is-saa<sup>C</sup>a θalaaθa ba<sup>C</sup>d iδ-δuhr.
16. 'is-saa<sup>C</sup>a 'arba<sup>C</sup>a ba<sup>C</sup>d iδ-δuhr.
17. 'is-saa<sup>C</sup>a xamsa ba<sup>C</sup>d iδ-δuhr.

18. 'is-saa<sup>C</sup>a sitta ba<sup>C</sup>d iδ-δuhr.
19. 'is-saa<sup>C</sup>a sab<sup>C</sup>a l-masa.
20. 'is-saa<sup>C</sup>a θamaanya l-masa.
21. 'is-saa<sup>C</sup>a tis<sup>C</sup>a l-masa.
22. 'is-saa<sup>C</sup>a <sup>C</sup>afara l-masa.
23. 'is-saa<sup>C</sup>a hda<sup>C</sup>/ il-masa.
24. 'is-saa<sup>C</sup>a θna<sup>C</sup>/ nuṣṣ il-leel.

#### Drill 5

##### a) Repetition

1. 'is-saa<sup>C</sup>a wahda w nuṣṣ. 'It's half past one.'
2. 'is-saa<sup>C</sup>a θinteen wa nuṣṣ.
3. 'is-saa<sup>C</sup>a θalaaθa w nuṣṣ.
4. 'is-saa<sup>C</sup>a 'arba<sup>C</sup>a w nuṣṣ.
5. 'is-saa<sup>C</sup>a xamsa w nuṣṣ.
6. 'is-saa<sup>C</sup>a sitta w nuṣṣ.
7. 'is-saa<sup>C</sup>a sab<sup>C</sup>a w nuṣṣ.
8. 'is-saa<sup>C</sup>a θamaanya w nuṣṣ.
9. 'is-saa<sup>C</sup>a tis<sup>C</sup>a w nuṣṣ.
10. 'is-saa<sup>C</sup>a <sup>C</sup>afara w nuṣṣ.
11. 'is-saa<sup>C</sup>a hda<sup>C</sup>/ wa nuṣṣ.
12. 'is-saa<sup>C</sup>a θna<sup>C</sup>/ wa nuṣṣ.

##### b) Teacher writes 1:30 on the board and says: ba<sup>C</sup>d iδ-δuhr.

'in the afternoon.' Students say: 'is-saa<sup>C</sup>a wahda w nuṣṣ ba<sup>C</sup>d iδ-δuhr. 'It's half past one in the afternoon.'

#### Drill 6 Chain

T: hal huwa mawjuud is-saa<sup>C</sup>a wahda? 'Is he here at one o'clock?'

P: laa. huwa muḥ mawjuud is-saa<sup>C</sup>a wahda. huwa mawjuud is-saa<sup>C</sup>a wahda w nuṣṣ. 'No, he isn't here at one o'clock.'

He is here at half past one.'

- |  |  |
|--|--|
| 1. is-saa <sup>C</sup> a θinteen                   | 11. is-saa <sup>C</sup> a samsa w nuss                                   |
| 2. is-saa <sup>C</sup> a θalaaθa                   | 12. is-saa <sup>C</sup> a θinteen w nuss                                 |
| 3. is-saa <sup>C</sup> a 'arba <sup>C</sup> a      | 13. is-saa <sup>C</sup> a θna <sup>C</sup> f w nuss                      |
| 4. is-saa <sup>C</sup> a xamsa                     | 14. is-saa <sup>C</sup> a wahda w nuss                                   |
| 5. is-saa <sup>C</sup> a sitta                     | 15. is-saa <sup>C</sup> a hda <sup>C</sup> f w nuss                      |
| 6. is-saa <sup>C</sup> a sab <sup>C</sup> a        | 16. is-saa <sup>C</sup> a tis <sup>C</sup> a l-masa                      |
| 7. is-saa <sup>C</sup> a θamaanya                  | 17. is-saa <sup>C</sup> a 'arba <sup>C</sup> a ba <sup>C</sup> d iθ-θuhr |
| 8. is-saa <sup>C</sup> a tis <sup>C</sup> a        | 18. is-saa <sup>C</sup> a θna <sup>C</sup> f nuss il-leel                |
| 9. is-saa <sup>C</sup> a <sup>C</sup> a/ara w nuss | 19. is-saa <sup>C</sup> a θamaanya s-subh                                |
| 10. is-saa <sup>C</sup> a θalaaθa w nuss.          | 20. is-saa <sup>C</sup> a sitta l-masa                                   |

Repeat with she and you (m.s.).

#### Drill 7 Completion

When you hear the words, complete this sentence: hum hini

is-saa<sup>C</sup>a \_\_\_\_\_. 'They are here \_\_\_\_\_.'

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 1. two o'clock in the afternoon  | 12. eight o'clock in the evening  |
| 2. three o'clock                 | 13. half past eight               |
| 3. half past three               | 14. nine o'clock                  |
| 4. four o'clock                  | 15. half past nine                |
| 5. half past four                | 16. ten o'clock                   |
| 6. five o'clock in the afternoon | 17. half past ten in the evening  |
| 7. half past five                | 18. eleven o'clock                |
| 8. six o'clock                   | 19. half past eleven              |
| 9. half past six                 | 20. twelve o'clock (noon)         |
| 10. seven o'clock in the morning | 21. twelve o'clock (midnight)     |
| 11. half past seven              | 22. eleven o'clock in the morning |

Repeat with 'ana and hinna.

Drill 8

Listen and repeat:

- |   |   |
|---|---|
| 1. 'is-saa <sup>C</sup> a wahda w rub <sup>C</sup> .                | 13. 'is-saa <sup>C</sup> a wahda 'illaa rub <sup>C</sup> .                |
| 2. 'is-saa <sup>C</sup> a θinteen w rub <sup>C</sup> .              | 14. 'is-saa <sup>C</sup> a θinteen 'illaa rub <sup>C</sup> .              |
| 3. 'is-saa <sup>C</sup> a θalaaθa w rub <sup>C</sup> .              | 15. 'is-saa <sup>C</sup> a θalaaθa 'illaa rub <sup>C</sup> .              |
| 4. 'is-saa <sup>C</sup> a 'arba <sup>C</sup> a w rub <sup>C</sup> . | 16. 'is-saa <sup>C</sup> a 'arba <sup>C</sup> a 'illaa rub <sup>C</sup> . |
| 5. 'is-saa <sup>C</sup> a xamsa w rub <sup>C</sup> .                | 17. 'is-saa <sup>C</sup> a xamsa 'illaa rub <sup>C</sup> .                |
| 6. 'is-saa <sup>C</sup> a sittā w rub <sup>C</sup> .                | 18. 'is-saa <sup>C</sup> a sittā 'illaa rub <sup>C</sup> .                |
| 7. 'is-saa <sup>C</sup> a sab <sup>C</sup> a w rub <sup>C</sup> .   | 19. 'is-saa <sup>C</sup> a sab <sup>C</sup> a 'illaa rub <sup>C</sup> .   |
| 8. 'is-saa <sup>C</sup> a θamaanya w rub <sup>C</sup> .             | 20. 'is-saa <sup>C</sup> a θamaanya 'illaa rub <sup>C</sup> .             |
| 9. 'is-saa <sup>C</sup> a tis <sup>C</sup> a w rub <sup>C</sup> .   | 21. 'is-saa <sup>C</sup> a tis <sup>C</sup> a 'illaa rub <sup>C</sup> .   |
| 10. 'is-saa <sup>C</sup> a <sup>C</sup> aʃara w rub <sup>C</sup> .  | 22. 'is-saa <sup>C</sup> a aʃara 'illaa rub <sup>C</sup> .                |
| 11. 'is-saa <sup>C</sup> a hda <sup>C</sup> ʃ w rub <sup>C</sup> .  | 23. 'is-saa <sup>C</sup> a hda <sup>C</sup> ʃ 'illaa rub <sup>C</sup> .   |
| 12. 'is-saa <sup>C</sup> a θna <sup>C</sup> ʃ w rub <sup>C</sup> .  | 24. 'is-saa <sup>C</sup> a θna <sup>C</sup> ʃ 'illaa rub <sup>C</sup> .   |

Drill 9 Answer the following questions:

T: hal is-saa<sup>C</sup>a wahda w rub<sup>C</sup>? 'Is it quarter past one?'

P: laa. 'is-saa<sup>C</sup>a wahda 'illaa rub<sup>C</sup>. 'No, it's quarter to one.'

1. hal is-saa<sup>C</sup>a wahda w rub<sup>C</sup>?
2. hal is-saa<sup>C</sup>a θinteen wa rub<sup>C</sup>?
3. hal is-saa<sup>C</sup>a θalaaθa w rub<sup>C</sup>?
4. hal is-saa<sup>C</sup>a 'arba<sup>C</sup>a w rub<sup>C</sup>?
5. hal is-saa<sup>C</sup>a xamsa w rub<sup>C</sup>?
6. hal is-saa<sup>C</sup>a sittā w rub<sup>C</sup>?
7. hal is-saa<sup>C</sup>a sab<sup>C</sup>a w rub<sup>C</sup>?
8. hal is-saa<sup>C</sup>a θamaanya w rub<sup>C</sup>?
9. hal is-saa<sup>C</sup>a tis<sup>C</sup>a w rub<sup>C</sup>?
10. hal is-saa<sup>C</sup>a <sup>C</sup>aʃara w rub<sup>C</sup>?
11. hal is-saa<sup>C</sup>a hda<sup>C</sup>ʃ w rub<sup>C</sup>?

12. hal is-saa<sup>C</sup>a θna<sup>C</sup>f w rub<sup>C</sup>?
13. hal is-saa<sup>C</sup>a 'arba<sup>C</sup>a w rub<sup>C</sup>?
14. hal is-saa<sup>C</sup>a tis<sup>C</sup>a w rub<sup>C</sup>?
15. hal is-saa<sup>C</sup>a sittā w rub<sup>C</sup>?
16. hal is-saa<sup>C</sup>a wahda w rub<sup>C</sup>?
17. hal is-saa<sup>C</sup>a θinteen wa rub<sup>C</sup>?
18. hal is-saa<sup>C</sup>a θamaanya w rub<sup>C</sup>?
19. hal is-saa<sup>C</sup>a hda<sup>C</sup>f wa rub<sup>C</sup>?
20. hal is-saa<sup>C</sup>a wahda w rub<sup>C</sup>?
21. hal is-saa<sup>C</sup>a xamsa w rub<sup>C</sup>?
22. hal is-saa<sup>C</sup>a θinteen wa rub<sup>C</sup>?
23. hal is-saa<sup>C</sup>a 'afara w rub<sup>C</sup>?
24. hal is-saa<sup>C</sup>a θna<sup>C</sup>f wa rub<sup>C</sup>?

#### Drill 10

##### a) Repetition

'as-sabt	'aθ-θalaaθa
'al-'ahad	'al-'arba <sup>C</sup> a
'al-'iθneen	'al-xamiis

'al-jum<sup>C</sup>a

b) T. asks the question: /uu l-yoom? 'What's today?'

S. answers: 'al-yoom \_\_\_\_\_. 'Today is \_\_\_\_\_.'

supplying the names of the days of the week. Students repeat question and answer.

#### Drill 11 Question - Answer

Listen to the examples, and then answer in the same way.

Example: T: hal il-yoom is-sabt? 'Is today Saturday?'

S: laa. 'al-yoom mu<sup>f</sup> is-sabt. 'al-yoom il-'ahad.

'No, today is not Saturday. Today is Sunday.'

- |   |  |
|---|--|
| 1. hal il-yoom il-'ahad?                | 9. hal il-yoom il-'iθneen?               |
| 2. hal il-yoom il-'iθneen?              | 10. hal il-yoom iθ-θalaaθa?              |
| 3. hal il-yoom iθ-θalaaθa?              | 11. hal il-yoom is-sabt?                 |
| 4. hal il-yoom il-'arba <sup>C</sup> a? | 12. hal il-yoom il-xamiis?               |
| 5. hal il-yoom il-xamiis?               | 13. hal il-yoom il-jum <sup>C</sup> a?   |
| 6. hal il-yoom il-jum <sup>C</sup> a?   | 14. hal il-yoom il-'arba <sup>C</sup> a? |
| 7. hal il-yoom is-sabt?                 | 15. hal il-yoom il-'iθneen?              |
| 8. hal il-yoom il-'ahad?                |  |

### Drill 12 Question - Answer

The teacher will ask a question and give part of the answer.

Follow the example:

- |   |   |
|---|---|
| T: fuu l-yoom? 'as-sabt.                              | 'What's today? Saturday.'                             |
| S: 'al-yoom is-sabt.                                  | 'Today is Saturday.'                                  |
| T: fuu bukra?   | 'What's tomorrow?'                                    |
| S: bukra l-'ahad.                                     | 'Tomorrow is Sunday.'                                 |
| 1. fuu l-yoom? 'al-'ahad<br>fuu bukra?                | 8. fuu l-yoom? 'as-sabt<br>fuu bukra?                 |
| 2. fuu l-yoom? 'al-'iθneen<br>fuu bukra?              | 9. fuu l-yoom? 'al-'ahad<br>fuu bukra?                |
| 3. fuu l-yoom? 'aθ-θalaaθa<br>fuu bukra?              | 10. fuu l-yoom? 'al-'iθneen<br>fuu bukra?             |
| 4. fuu l-yoom? 'al-'arba <sup>C</sup> a<br>fuu bukra? | 11. fuu l-yoom? 'aθ-θalaaθa<br>fuu bukra?             |
| 5. fuu l-yoom? 'al-xamiis<br>fuu bukra?               | 12. fuu l-yoom? al-'arba <sup>C</sup> a<br>fuu bukra? |
| 6. fuu l-yoom? 'al-jum <sup>C</sup> a<br>fuu bukra?   | 13. fuu l-yoom? 'al-xamiis<br>fuu bukra?              |
| 7. fuu l-yoom? 'as-sabt<br>fuu bukra?                 | 14. fuu l-yoom? 'al-jum <sup>C</sup> a<br>fuu bukra?  |



Drill 13 Repetition

Repeat these sentences:

1. 'al-'ahad ba<sup>C</sup>d is-sabt.
2. 'al-'iθneen ba<sup>C</sup>d il-'ahad.
3. 'aθ-θalaaθa ba<sup>C</sup>d il-'iθneen.
4. 'al-'arba<sup>C</sup>a ba<sup>C</sup>d iθ-θalaaθa.
5. 'al-xamiis ba<sup>C</sup>d il-'arba<sup>C</sup>a.
6. 'al-jum<sup>C</sup>a ba<sup>C</sup>d il-xamiis.
7. 'as-sabt ba<sup>C</sup>d il-jum<sup>C</sup>a.
8. 'al-'ahad gabil il-'iθneen.
9. 'al-'iθneen gabil iθ-θalaaθa.
10. 'aθ-θalaaθa gabil il-'arba<sup>C</sup>a.
11. 'al-'arba<sup>C</sup>a gabil il-xamiis.
12. 'al-xamiis gabil il-jum<sup>C</sup>a.
13. 'al-jum<sup>C</sup>a gabil is-sabt.
14. 'as-sabt gabil il-'ahad.

Drill 14 Substitution

- a) <sup>C</sup>indii maw<sup>C</sup>id yoom is-sabt. 'I have an appointment on Saturday.'
- |                            |                           |
|----------------------------|---------------------------|
| 1. il-'arba <sup>C</sup> a | 6. il-'iθneen             |
| 2. il-xamiis               | 7. il-'ahad               |
| 3. il-'ahad                | 8. iθ-θalaaθa             |
| 4. il-jum <sup>C</sup> a   | 9. is-sabt                |
| 5. is-sabt                 | 10. il-jum <sup>C</sup> a |
- b) Substitute <sup>C</sup>indak 'you (m.s.) have' and <sup>C</sup>indana 'we have' for <sup>C</sup>indii in a) above.
- c) Substitute <sup>C</sup>indakum 'you (m.p.) have' and <sup>C</sup>indahum 'they (m.) have' for <sup>C</sup>indii in a) above.

Drill 15 Cued Substitution

When the word is given, complete this sentence: <sup>C</sup>ind\_\_...

maw<sup>C</sup>id il-yoom.

Example: T: I

S: <sup>C</sup>indii maw<sup>C</sup>id il-yoom. 'I have an appointment today.'

- |                      |                    |
|----------------------|--------------------|
| 1. you (m.s.)        | 11. they (m.)      |
| 2. we                | 12. I              |
| 3. at five o'clock   | 13. we             |
| 4. at one o'clock    | 14. you (f.s.)     |
| 5. you (f.s.)        | 15. Ali and Samiir |
| 6. you (m.p.)        | 16. the trainees   |
| 7. at eleven o'clock | 17. I              |
| 8. at 9:00 a.m.      | 18. you (m.p.)     |
| 9. at 3:00 p.m.      | 19. we             |
| 10. at eight p.m.    | 20. you (m.s.)     |

## UNIT 9

## I. DIALOG

fi s-suug

faatma: kam it-tamaat il-yoom?

kariim: 'il-kyaas bi miyat fils.

faatma: haaða yaali kaðiir.

kariim: laa. haaða raxiis.

faatma: laa. haaða mu/ raxiis. 'adfa<sup>c</sup> θamaaniin fils bas.kariim: laa. haaða qaliil. tis<sup>c</sup> iin fils!

faatma: laa. xamsa w θamaaniin. haaða 'aaxer kalaam.

kariim: laa.

faatma: fii maanillaah!

kariim: to<sup>c</sup>ðalii. kam kyaas tiyiin?

faatma: 'aadaa lii θalaaθ kyaasaat, min faðlak.

kariim: zeen. 'itfaððalii.

faatma: fukran. fii maanillaah.

kariim: ma<sup>c</sup> is-salaama.

## II. TRANSLATION

At the Market

Fatima: How much are tomatoes today?

Karim: 100 fils per "kyaas".

Fatima: This is very expensive.

Karim: No, this is cheap.

Fatima: No, this isn't cheap. I pay 80 fils only.

Karim: No, this is little. 90 fils!

Fatima: No, 85. This is the last word.

Karim: No.

Fatima: Good-bye!

Karim : Come! How many "kyaasaat" do you want?

Fatima: Weigh three "kyaasaat" for me, please.

Karim : All right. Here you are.

Fatima: Thanks! Good-bye.

Karim : Good-bye.

### III. VOCABULARY

tamaat	tomatoes
kyaas	unit of weight = 2 lbs. approximately
bi	for; with
yaali	expensive
raxiis	cheap
bas	only
qaliil	little; few, not much
'aaxer	the last
kalaam	talk; speaking
ta <sup>c</sup> aalii	come! (imp., f.s.)
tibyiin	you (f.s.) want
'aazen	weigh! (imp., m.s.)
lii	for me

### IV. ADDITIONAL VOCABULARY

laham	meat (m.)
beeδ	eggs (m.)
zibid	butter (m.)
jibin	cheese (m.)
<sup>c</sup> eeʃ	rice (m.)

milh	salt (m.)
moox	bananas (m.)
tuffaah	apples (m.)
burtaqaal	oranges (m.)
darzan	dozen (m.)
sikriteer	secretary (m.)
<sup>C</sup> i/riin	twenty
θalaaθiin	thirty
'arba <sup>C</sup> iin	forty
xamsiin	fifty
sittiin	sixty
sab <sup>C</sup> iin	seventy
θamaaniin	eighty
tis <sup>C</sup> iin	ninety

## V. PRONUNCIATION

### Drill 1 Double Consonants

A double consonant in Arabic is, roughly, twice as long as a single consonant. English has double consonants in words like:

straighttto

with the

unnamed

In Arabic a word with double consonants has a different meaning from a word with a single consonant. The following drill compares and contrasts words with single and double consonants:

salaf	sallaf	salaam	sallaam
'aya	'ayya	hamad	hammad
mara	marra	xalas	xallas
hawal	hawwal	<sup>C</sup> ahad	<sup>C</sup> abbad
malas	mallas	balam	ballam

Follow the same procedure in Pronunciation Drill 1, UNIT 1.

Note: In order for you to pronounce words with double consonants correctly, think of the word with double consonants as being made up of two words, thus:

sallaf: sal laf

'ayya: 'ay ya

Read the following:

'atkallam	'ayya	'awwal	haarr
hazza	kullanaa	kullahum	kullakum
marra	mu <sup>C</sup> allim	sayvid	sitta
muwa <sup>o</sup> <sub>o</sub> af	tfa <sup>o</sup> <sub>o</sub> al	mu <sup>C</sup> allima	sayyida

Drill 2    h versus <sup>C</sup>

haal	<sup>C</sup> aal	huum	<sup>C</sup> uum
haarr	<sup>C</sup> aarr	bahar	ba <sup>C</sup> ar
hamad	<sup>C</sup> amad	maalih	maali <sup>C</sup>
hindii	<sup>C</sup> indii	raah	raa <sup>C</sup>
haam	<sup>C</sup> aam	baah	baa <sup>C</sup>

Follow the same procedure in Pronunciation Drill 2, UNIT 2.

## VI. GRAMMAR

1. Collective Nouns

Nouns like laham 'meat', beeḍ 'eggs', zibid 'butter', jibin 'cheese', tuffaah 'apples', and burtaqaal 'oranges' are called collective nouns in Arabic. Some of these nouns are mass (uncountable) nouns in English:

laham	'meat'
zibid	'butter'
jibin	'cheese'

The rest are plural (countable) nouns:

beeḍ	'eggs'
tuffaah	'apples'
burtaqaal	'oranges'

Collective nouns in ADA:

- a) are grammatically singular. They are treated as masculine singular nouns as far as agreement is concerned:

haaḍa laham. 'This is meat.'

\*haaḍi laham.

haaḍa tuffaah. huwa 'ilii. 'These are apples. They are mine.'

\*haaḍi tuffaah. hum ilii.

- b) can have unit nouns formed from them. These unit nouns--designating an individual unit--are formed by suffixing -a. They are grammatically feminine, singular:

laham	'meat'	lahama	'a piece of meat'
beeḍ	'eggs'	beeḍa	'an egg'

tuffaah	'apples'	tuffaaha	'an apple'
burtaqaal	'oranges'	burtaqaala	'an orange'

- c) can take the article prefix 'al- 'the'. In this case they are used in a specified or general (generic) sense (see UNIT 1, VI, 3):

it-tamaat yaali l-yoom. 'Tomatoes are expensive today.'

haaḍa t-tamaat min is-suug. 'These tomatoes are from the market.'

If they do not take the article prefix, they are used in an indefinite or unspecified sense:

'ana ariid tuffaah. 'I want some apples.'

## 2. Cardinals

- a) Cardinals<sub>1</sub>: waahid 'one' and 'iḥneen 'two' obligatorily follow the noun they modify and show agreement with it. (see UNIT 7, VI, 6).

sikriteer waahid 'one secretary (m.)'

\*waahid sikriteer

sikriteereen 'iḥneen 'two secretaries (m.)'

sikriteera waahida 'one secretary (f.)'

sikriteerateen ḥinteen 'two secretaries (f.)'

\*ḥinteen sikriteerateen

- b) Cardinals<sub>2</sub>: ḥalaaḥ - 'aḥar (3-10) are followed by a plural noun. They are uninflected for gender. (see UNIT 6, VI, 6).

ḥalaaḥ kyaasaat 'three kyaasaat'

xams 'ayyaam 'five days'



- <sup>C</sup>a/afar mudiiraat                    'ten directors (f.)'  
 saba<sup>C</sup> daxtooraat                    'seven doctors (f.)'
- c) Cardinals<sub>3</sub>: <sup>C</sup>i/riin, 0alaa0iin, arba<sup>C</sup>iin...tis<sup>C</sup>iin  
 (20, 30, 40...90) and miya, myateen...tisi<sup>C</sup>miya  
 (100, 200...900) take a singular noun:
- <sup>C</sup>i/riin muhandis                    'twenty engineers'  
 tis<sup>C</sup>iin yoom                    'ninety days'  
 miyat sikriteer                    '100 secretaries (m.)'  
 xamsmiyat sikriteera                    '500 secretaries (f.)'

### 3. Sound Feminine Plurals

The suffix -aat/-at is regularly added to some singular nouns to form plurals. These plurals are called sound (regular) feminine plurals:

kyaas	kyaasaat	'kyaasaat'
mu <sup>C</sup> allima	mu <sup>C</sup> allimaat	'teachers (f.);
mudiira	mudiiraat	'directors (f.)'
tuffaaha	tuffaahaat	'apples (individual ones)'

4. 'aaxer 'the last' behaves syntactically like 'awwal 'the first'.

### 5. The Imperative

The feminine imperative form of the verb is formed by suffixing -ii to the masculine form (see UNIT 5, VI, 3):

ruuh	'Go! (m.)'	ruuhii	'Go! (f.)'
takallam		takallamii	
striih		striihii	
'i/rab		'i/rabii	

6. The Question Word kam

The question word kam 'how many?' is always followed by the singular:

kam kyaas tibya? 'How many "kyaasaat" do you want?'

kam muhandis <sup>C</sup>indakum? 'How many engineers (m.) do you have?'

kam muwaḍḍafa fii haaḍa l-maktab? 'How many employees (f.) are there in this office?'

## VII. DRILLS

Drill 1 Substitution

kam it-ṭamaat il-yoom? 'How much are tomatoes today?'

il-laḥam

il-beeḍ

iz-zibid

il-jibin

il-<sup>C</sup>eeḥ

il-milḥ

il-mooz

it-tuffaah

il-burtaqaal

iḥ-ḥakar

il-gahwa

il-ḥaliib

it-tḥaay

Drill 2 Cued Substitution

a) T : tamaat \_\_\_\_\_ miyat fils 'tomatoes \_\_\_\_\_ 100 fils'

S<sub>1</sub> : kam it-tamaat? 'How much are tomatoes?'

S<sub>2</sub> : il-kyaas bi miyat fils. '100 fils per kyaas.'

1. laham \_\_\_\_\_ diinaar
2. <sup>C</sup>eeḥ \_\_\_\_\_ ṭamaanmiyat fils
3. milh \_\_\_\_\_ miyateen fils
4. ḥakar \_\_\_\_\_ xamsa w <sup>C</sup>iḥriin fils
5. gahwa \_\_\_\_\_ ṭalaaṭmiyat fils
6. ṭḥaay \_\_\_\_\_ ṭalaaṭmiyat fils

b) T : beeḥ \_\_\_\_\_ ṭalaaṭmiyat fils 'eggs \_\_\_\_\_  
300 fils'

S<sub>1</sub> : kam il-beeḥ? 'How much are eggs?'

S<sub>2</sub> : id-darzan bi ṭalaaṭmiyat fils. '300 fils perdozen'

1. beeḥ \_\_\_\_\_ ṭalaaṭmiyat fils
2. mooz \_\_\_\_\_ tiṣ<sup>C</sup>iin fils
3. burtaqaal \_\_\_\_\_ 'arba<sup>C</sup>miya w xamsiin fils
4. tuḥḥaah \_\_\_\_\_ xamsmiyat fils

Drill 3 Transformation

Change to the negative:

Example: T: haaḍa raxiis. 'This is cheap.'

S: haaḍa mu raxiis. 'This is not cheap.'

1. haaḍa raxiis.
2. haaḍa ḡaali.
3. it-taqs ḥaarr il-yoom.

4. it-ṭaqs baarid fi f-fita.
5. haaḍa galiil.
6. haaḍi mudiira.
7. haaḍi d-daxtoora salmaa.
8. haaḍa sikriteer.
9. haaḍi sikriteera.
10. haaḍi sikriteerat il-waziir.
11. it-ṭaqs haarr w raṭib il-yoom.
12. 'al-yoom iḡ-ḡalaaḡa.
13. haaḍa 'aaxer kalaam.
14. 'ismii saalim.
15. 'is-sikriteer fi l-maktab.
16. 'is-saa<sup>C</sup>a <sup>C</sup>aḡara w rub<sup>C</sup>.
17. 'is-saa<sup>C</sup>a tis<sup>C</sup>a w nuṣṣ.
18. hum fi l-jaami<sup>C</sup>a.
19. nihna <sup>C</sup>indana maw<sup>C</sup>id yoom il-xamiis.
20. bukra l-jum<sup>C</sup>a.

#### Drill 4 Conjugation

-bya- 'to want, like' and -azen- 'to weigh'

huwa	yibya	yaazen
hum	yibyuun	yazenuun
hiya	tibya	taazen
hin	yibyin	yaazenin
'inta	tibya	taazen
'intum	tibyuun	taazenuun
'inti	tibyiin	taazeniin
'intin	tibyin	taazenin
'ana	'abya	'aazen
hinna	nibya	naazen

Drill 5 Variable Substitution

Base sentence: huwa yibya xams kyaasaat <sup>C</sup>eeḥ.

'He wants five kyaasaat of rice.'

- |                        |                        |
|------------------------|------------------------|
| 1. hiya                | 14. hin                |
| 2. 'inta               | 15. 'intin             |
| 3. 'inti               | 16. nihna              |
| 4. tis <sup>C</sup> a  | 17. hum                |
| 5. arba <sup>C</sup> a | 18. 'intum             |
| 6. tamaat              | 19. tibyuun            |
| 7. triidiin            | 20. 'intin             |
| 8. hiya                | 21. <sup>C</sup> aḥara |
| 9. 'inta               | 22. huwa               |
| 10. hum                | 23. hin                |
| 11. ḥakar              | 24. hum                |
| 12. nihna              | 25. 'inti              |
| 13. 'ana               | 26. 'intin             |

Drill 6 Variable Substitution

Base sentence: 'ariid tamaat, min faḍlak.

'I want some tomatoes, please.'

- |            |                      |
|------------|----------------------|
| 1. laḥam   | 9. 'ana              |
| 2. hinna   | 10. burtaqaal        |
| 3. 'ana    | 11. nihna            |
| 4. beeḍ    | 12. nibya            |
| 5. zibid   | 13. jibin            |
| 6. hinna   | 14. 'ana             |
| 7. rooz    | 15. <sup>C</sup> eeḥ |
| 8. tuffaah | 16. milh             |

- |                      |          |
|----------------------|----------|
| 17. hum              | 22. 'ana |
| 18. hin              | 23. hiya |
| 19. <sup>c</sup> eeḥ | 24. hum  |
| 20. yiriidin         | 25. beeḥ |
| 21. laham            | 26. hin  |

Drill 7 a. Substitution

kam it-tamaat il-yoom? 'How much are tomatoes today?'

- |                     |              |
|---------------------|--------------|
| 1. laham            | 9. burtaqaal |
| 2. beeḥ             | 10. tamaat   |
| 3. zibid            | 11. ḥaay     |
| 4. jibin            | 12. ḥakar    |
| 5. <sup>c</sup> eeḥ | 13. biira    |
| 6. milḥ             | 14. ḡahwa    |
| 7. mooz             | 15. ḥaliib   |
| 8. tuffaah          |              |

## b. Cued Substitution

S<sub>1</sub> asks the questions in a. above. S<sub>2</sub> answers with the help of the words supplied by the teacher:

Example: S<sub>1</sub>: kam it-tamaat il-yoom? 'How much are tomatoes today?'

T : kyaas \_\_\_\_\_ tis<sup>c</sup>iin fils. 'kyaas \_\_\_\_ 90 fils.'

S<sub>2</sub>: 'il-kyaas bi tis<sup>c</sup>iin fils. '90 fils per "kyaas"

- |           |       |                            |
|-----------|-------|----------------------------|
| 1. kyaas  | _____ | miyat fils.                |
| 2. kyaas  | _____ | xamsmiyat fils.            |
| 3. darzan | _____ | ḡamaaniin fils.            |
| 4. kiilo  | _____ | diinaar.                   |
| 5. kiilo  | _____ | nusṣ diinaar.              |
| 6. kyaas  | _____ | sab <sup>c</sup> iin fils. |

7. kyaas \_\_\_\_\_ xamsiin fils.
8. darzan \_\_\_\_\_ miyat fils.
9. darzan \_\_\_\_\_ miyateen fils.
10. darzan \_\_\_\_\_ rub<sup>C</sup> diinaar.

Drill 8 a. Substitution

hal <sup>C</sup>indak tamaat? 'Do you have (any) tomatoes?'

1. laham?
2. beeḍ?
3. zibid?
4. jibin?
5. <sup>C</sup>eeḥ?
6. milh?
7. mooz?
8. tuffaah?
9. burtaqaal?
10. gahwa?
11. biira?
12. t/aay?
13. /akar?
14. haliib?
15. tamaat?

b. Substitute <sup>C</sup>indakum and <sup>C</sup>indana for <sup>C</sup>indak in a.

Drill 9 Translation

1. This is the last word!
2. This is the last employee. (m.)
3. This is the last employee. (f.)
4. The last director is Mr. hasan.

5. The last director is Mrs. faatma.
6. The last teacher is <sup>C</sup>ali.
7. The last teacher is naansi.
8. The last minister is saalem.
9. The last doctor is huseyn.
10. This is the last day.
11. The last day is Thursday.
12. The last country is Egypt.
13. The last city is bayruut.
14. The last day is tomorrow.
15. The last time is after tomorrow.

Substitute 'awwal 'the first' for 'aaxer 'the last'.

#### Drill 10 Substitution

'adfa<sup>C</sup>lak θalaaθiin fils bas. 'I pay you (m.s.) 30 fils only.'

1. xamsiin fils
2. sab<sup>C</sup>iin fils
3. <sup>C</sup>i/riin diinaar
4. sab<sup>C</sup>iin diinaar
5. miyat diinaar
6. θalaaθa diinaar
7. <sup>C</sup>i/riin leera
8. xamsiin leera
9. θamaaniin leera
10. diinaareen.
11. doolaareen.
12. leerateen.

#### Drill 11 Transformation

Change to the plural:



1. 'id-daxtoora ma<sup>C</sup> il-mu<sup>C</sup>allima.
2. 'il muwaḥḥafa fi l-maktab.
3. hiya min 'abu ḥabi.
4. huwa yitkallam <sup>C</sup>arabi zeen.
5. 'ana 'abya tamaat.
6. hiya muhandisa.
7. 'il-mudiira <sup>C</sup>ind id-daxtoora.
8. 'inti mu<sup>C</sup>allima?
9. 'is-sikriteera <sup>C</sup>ind il-waziira.
10. keef halak?
11. 'is-sayyida <sup>C</sup>ind il-mudiira.
12. 'is-sayyida l-'amrikaaniyya tariid taruuh.
13. 'il-muwaḥḥafa <sup>C</sup>ind daxtoorat il-'asnaan.
14. 'is-sayyida l-labnaaniyya titkallam <sup>C</sup>arabi.
15. haaḍi beeḥa.

#### Drill 12 Transformation

Change to the feminine:

1. huwa muhandis min 'abu ḥabi.
2. huwa yitkallam <sup>C</sup>arabi zeen.
3. yaruuhuun ma<sup>C</sup> il-mudiir.
4. hal 'inta daxtoor fii haaḥa l-mustaffa?
5. 'intum taaxiḥuun taxi min hini 'ila f-fuyul.
6. 'is-sayyid il-'amrikaani yibya yiḥrab gahwa.
7. 'id-daxtoor jamiil muḥ min 'amriika.
8. ruuh 'ila f-fuyul ma<sup>C</sup> mḥammad.
9. 'aazen lii xams kyaasaat, min faḥlak.

10. 'ana 'aruuh ma<sup>C</sup>ak 'ila mudiir il-madrasa.
11. hum yibyuun yitkallamuun <sup>C</sup>arabi zeen.
12. 'intum tibyuun tajuun ma<sup>C</sup>ii 'ila s-suug.
13. tfaḍḍal 'i/rab gahwa <sup>C</sup>arabiyya.
14. tfaḍḍal istriih fii maktab il-mudiir.
15. ta<sup>C</sup>aal! ruuh 'ila l-madrasa wa takallam ma<sup>C</sup> il mudiir.

Drill 13 Written

Choose the correct form:

1. 'ana 'adfa<sup>C</sup> θamaaniin (doolaar, doolaaraat) bas.
2. fii haaḍa l-mustafa 'arba<sup>C</sup> (daxtooraat, daxtoora).
3. fii haaḍa l-maktab (waahida sikriteera, sikriteera wahida) bas.
4. huwa yistayel hini wa yaaxiḍ θamaanmiyat (liiraat, liira).
5. haaḍi l-madrasa fiiha <sup>C</sup>i/riin (mu<sup>C</sup>allima, mu<sup>C</sup>allimaat).
6. kam (wilaaya, wilaayaat) fii 'amriika? xamsiin (wilaaya, wilaayaat).
7. kam (muwaḍḍafaat, muwaḍḍafa) <sup>C</sup>indakum fi f-suyul?
8. <sup>C</sup>indana saba<sup>C</sup> (muwaḍḍafaat, muwaḍḍafa) bas.
9. hin (yaruuhuun, yaruuhin) 'ila mat<sup>C</sup>am labnaan.
10. 'intin (titkallamin, titkallamiin) <sup>C</sup>arabi fi s-saff?

## UNIT 10

## I. DIALOG

fi l-maktab

faares: marhaba yaa sayyid <sup>C</sup>umar!.<sup>C</sup>umar: marhaba yaa faares! 'ahlan wa sahlān.

faares: haaḍa maktab jamiil. hal huwa jadiid?

<sup>C</sup>umar: na<sup>C</sup>am. huwa jadiid wa kabiir, walaakin haaḍi t-teebeel sayiira.

faares: haaḍa baab kabiir wa haaḍi darii/a jamiila.

<sup>C</sup>umar: halhiin <sup>C</sup>indii saff ingliizi.

faares: hal huwa saff ḍaruuri?

<sup>C</sup>umar: na<sup>C</sup>am. huwa saff ḍaruuri. ba<sup>C</sup>d is-saff 'ana 'aaxiḍ waladi 'ila d-daxtoor.

faares: hal waladak mariiḍ?

<sup>C</sup>umar: na<sup>C</sup>am. huwa mariiḍ kaḥiir.faares: zeen. fii maanillaah yaa <sup>C</sup>umar.<sup>C</sup>umar: fii maanillaah.

## II. TRANSLATION

At the Office

Faris: Hello, Mr. Omar!

Omar: Hello, Faris! Welcome!

Faris: This is a beautiful office. Is it new?

Omar: Yes, it is new and big, but this table is small.

Faris: This is a big door, and this is a beautiful window.

Omar: Now, I have an English class.

Faris: Is it a necessary class?

Omar: Yes, it's a necessary class. After class I am taking my son to the doctor.

Faris: Is your son sick?  
 Omar: Yes, he is very sick.  
 Faris: Fine. Good-bye, Omar!  
 Omar: Good-bye.

## III. VOCABULARY

jamiil (f. jamiila)	beautiful
jadiid (f. jadiida)	new
kabiir (f. kabiira)	big; great; old
ṣayīira (m. ṣayīir)	small; little; young
jamiila (f. jamiil)	beautiful; handsome
ḍaruuri (f. ḍaruuriyya)	necessary
walad	boy; son
mariid (f. mariida)	sick

## IV. ADDITIONAL VOCABULARY

naḍiif (f. naḍiifa)	clean
waṣex (f. waṣexa)	dirty
qadiim (f. qadiima)	old (car); old-timer
qaṣiir (f. qaṣiira)	short (man, way)
ṭawiil (f. ṭawiila)	long; tall
qawii (f. qawiiyya)	strong (man, car)
ḍa <sup>c</sup> iif (f. ḍa <sup>c</sup> iifa)	weak (man, car)
rajil	man
bint	girl
mara	woman
kursii	chair (m.)
qalam	pen; pencil (m.)
kitaab	book (m.)
daftar	notebook (m.)

makiina	engine; machine (f.)
janta	bag; suitcase (f.)
tayyaara	plane (f.)
leet	light (n.)
sayyaara	car (f.)
bank	bank (m.)

## V. GRAMMAR

### 1. Equational Sentences

In UNIT 1, VI, 1, equational sentences had as their predicates a proper noun or a prepositional phrase. In this lesson we learn that the predicate of an equational sentence can be an adjective or an adjective phrase:

subject	predicate	
'al-maktab	naḍiif	'The office is clean.'
'al-bint	jamiila	'The girl is beautiful.'
haaḍa	maktab naḍiif	'This is a clean office.'
haaḍi	bint jamiila	'This is a beautiful girl.'

### 2. Demonstratives

A demonstrative pronoun can be the whole subject of a sentence as it was pointed out in UNIT 3, VI, 1. A demonstrative pronoun can be followed by a definite noun to form the subject of a sentence:

subject	predicate	
haaḍa	raxiis	'This is cheap.'
haaḍa l-walaḍ	sayiir	'This boy is young.'
haaḍi l-bint	jamiila	'This girl is beautiful.'

This poses a problem for native speakers of English. It is very important to remember that if the word following the demonstrative is indefinite, then the utterance is a sentence: haaḍa walad. 'This is a boy.' If the word is definite, the utterance is a phrase, and not a sentence: haaḍa l-walad... 'This boy...'

### 3. The Intensifier kaḥiir

The intensifier kaḥiir 'a lot, much; very' serves three syntactic functions:

- a. as a verb modifier it means 'a lot, much':  
 huwa yitkallam kaḥiir. 'He speaks a lot.'  
 'ana 'a/rab gahwa kaḥiir. 'I drink coffee a lot.'
- b. as an adjective modifier it means 'very':  
 hiya jamiila kaḥiir. 'She is very beautiful.'
- c. as an adjective it means 'a lot of, much; many'.  
 In this function it is inflected for gender:  
 haaḍa laham kaḥiir. 'This is a lot of meat.'  
 Cindii gahwa kaḥiira. 'I have a lot of coffee.'

4. kull when followed by a non-definite noun has the meaning of 'each, every' (cf. UNIT 2, VI, 5):

kull yoom 'every day'  
 kull walad each boy'

### 5. The Article Prefix

In UNIT 1, VI, 3, it was pointed out that the l-of the article prefix is assimilated to dental and front palatal consonants. Below is a complete list of the dental and front palatal consonants in ADA to which the l of the article is assimilated.

Below this list is another list of the rest of the consonants in ADA to which the l- is not assimilated:

<u>Consonant</u>	<u>Example</u>
d	'ad-daftar 'the notebook'
n	'an-nuṣṣ 'the half'
r	'ar-raabi <sup>C</sup> 'the fourth'
s	'as-sabt 'Saturday'
ṣ	'aṣ-ṣeef 'the summer'
ʃ	'aʃ-ʃita 'the winter'
t	'at-teebel 'the table'
ṭ	'aṭ-ṭaqs 'the weather'
θ	'aθ-θaaliθ 'the third'
ḡ	'aḡ-ḡahab 'the gold'
ḡ	'aḡ-ḡabi 'the deer; gazelle'
z	'az-zibid 'the butter'

<u>Consonant</u>	<u>Example</u>
'	'al-'aḡad 'Sunday'
b	'al-baab 'the door'
<sup>C</sup>	'al- <sup>C</sup> arabi 'the Arab'
f	'al-furṣa 'the opportunity'
g	'al-garaaj 'the garage'
h	'al-heel 'the cardamon'
ḡ	'al-ḡaal 'the condition'
j	'al-jaami <sup>C</sup> a 'the university'
k	'al-kitaab 'the book'
l	'al-laḡam 'the meat'
m	'al-milh 'the salt'

p	'al-pamp 'the pump'
q	'al-qalam 'the pen(cil)'
γ	'al-yaali 'the expensive'
w	'al-walad 'the boy'
x	'al-xaamis 'the fifth'
y	'al-yoom 'the day; today'

## VI. DRILLS

Drill 1 Substitution

a. haaḍa walad. 'This is a boy.' b. haaḍi bint. 'This is a girl.'

rajil	mara
kursii	makiina
qalam	darii/a
kitaab	janṭa
daftar	ṭayyaara
baab	sayyaara
leet	teebel
beeḍ	beeḍa
tuffaah	tuffaḥa
mooz	mooza

Drill 2 Substitution

Use haaḍa 'this (m.)' or haaḍi 'this (f.)' with the following:

1. walad	5. daftar	9. janṭa
2. bint	6. kitaab	10. makiina
3. rajil	7. darii/a	11. qalam
4. mara	8. baab	12. leet



- |              |                |
|--------------|----------------|
| 13. tayyaara | 19. burtaqaal  |
| 14. kursii   | 20. jibin      |
| 15. sayyaara | 21. zibid      |
| 16. teebeel  | 22. mooz       |
| 17. beeḍa    | 23. burtaqaala |
| 18. laham    | 24. bank       |

### Drill 3 Transformation

Change the sentences in Drill 2 to the negative.

Example: haaḍa walad. → haaḍa muḥ walad.

'This is a boy.'      'This is not a boy.'

haaḍi bint. → haaḍi muḥ bint.

'This is a girl.'      'This is not a girl.'

### Drill 4 Cued Chain

Teacher says: walad 'boy': one group says: haaḍa walad 'This is a boy'; the other group says: haaḍa muḥ walad. 'This is not a boy'.

- |            |              |                      |
|------------|--------------|----------------------|
| 1. walad   | 9. janta     | 17. beeḍ             |
| 2. bint    | 10. makiina  | 18. laham            |
| 3. rajil   | 11. qalam    | 19. milh             |
| 4. mara    | 12. leet     | 20. 'uteel           |
| 5. daftar  | 13. tayyaara | 21. mustaffa         |
| 6. kitaab  | 14. kursii   | 22. maktab           |
| 7. dariifa | 15. sayyaara | 23. <sup>c</sup> eeḥ |
| 8. baab    | 16. teebeel  | 24. kalaam           |

### Drill 5

Teacher says: kitaab-daftar 'book-notebook'. S<sub>1</sub> asks the question: hal haaḍa kitaab? 'Is this a book?' S<sub>2</sub> answers:

laa. haaḍa muḥ kitaab. haaḍa daftar. 'No. This isn't a book. This is a notebook.'

- |   |                                       |
|---|---------------------------------------|
| 1. kitaab - daftar                      | 9. janta - makiina                    |
| 2. walad - bint                         | 10. mu <sup>c</sup> allima - mudiiira |
| 3. mara - rajil                         | 11. rajil - bint                      |
| 4. darii/a - baab                       | 12. madrasa - musta/ffa               |
| 5. kursii - teebel                      | 13. maktab - bank                     |
| 6. mudiiir - mu <sup>c</sup> allim      | 14. tayyaara - sayyaara               |
| 7. 'amrikaani - <sup>c</sup> arabi      | 15. baab - darii/a                    |
| 8. amrikaaniyya - <sup>c</sup> arabiyya | 16. labnaani - <sup>c</sup> iraagi    |

#### Drill 6 Variable Substitution

Base sentence: haaḍa kitaab. 'This is a book.'

- |             |              |               |
|-------------|--------------|---------------|
| 1. qalam    | 7. bint      | 13. sayyaara  |
| 2. baab     | 8. walad     | 14. kitaab    |
| 3. teebel   | 9. statement | 15. statement |
| 4. question | 10. negative | 16. question  |
| 5. darii/a  | 11. tayyaara | 17. janta     |
| 6. bank     | 12. makiina  | 18. leet      |

#### Drill 7 Repetition

- |  |  |
|--|--|
| 1. haaḍa naḍiif. 'This (m.) is clean.' | 14. haaḍi naḍiifa. 'This (f.) is clean.' |
| 2. haaḍa waṣex.                        | 15. haaḍi waṣexa.                        |
| 3. haaḍa kabiir.                       | 16. haaḍi kabiira.                       |
| 4. haaḍa ṣayyir.                       | 17. haaḍi ṣayyira.                       |
| 5. haaḍa ḍaruuri.                      | 18. haaḍi ḍaruuriyya.                    |
| 6. haaḍa jamiil.                       | 19. haaḍi jamiila.                       |
| 7. haaḍa jadiid.                       | 20. haaḍi jadiida.                       |
| 8. haaḍa qadiim.                       | 21. haaḍi qadiima.                       |

9. haaḍa qaṣiir.
10. haaḍa ṭawiil.
11. haaḍa qawii.
12. haaḍa ḍa<sup>C</sup>iif.
13. haaḍa mariiḍ.

22. haaḍi qaṣiira.
23. haaḍi ṭawiila.
24. haaḍi qawiyya.
25. haaḍi ḍa<sup>C</sup>iifa.
26. haaḍi mariiḍa.

### Drill 8 Transformation

Make the following definite:

Example: walad kabiir

'a big boy'

'al-walad il-kabiir

'the big boy'

1. kitaab jadiid
2. qalam yaali
3. walad kabiir
4. rajil qaṣiir
5. kursii qadiim
6. daftar ṣayiir
7. baab naḍiif
8. walad jamiil
9. maktab waṣex
10. ṣaff ḍaruuri

11. bint mariiḍa
12. mara jamiila
13. darii/a ṣayiira
14. janṭa yaalya
15. sayyaara qawiyya
16. makiina qadiima
17. ṭayyaara jadiida
18. teebel raxiiṣa
19. bint qaṣiira
20. mara mariiḍa

### Drill 9 Repetition

1. 'al-kitaab jadiid. 'The book is new.'
2. 'al-qalam yaali.
3. 'al-walad kabiir.
4. 'ar-rajil qaṣiir.
5. 'al-kursii qadiim.
6. 'ad-daftar ṣaḍiir.
7. 'al-baab naḍiif.
8. 'al-walad jamiil.
9. 'al-maktab waṣex.
10. 'aṣ-ṣaff ḍaruuri.

- |                           |                           |
|---------------------------|---------------------------|
| 11. 'al-bint mariiḡa.     | 16. 'al-makiina qadiima.  |
| 12. 'al-mara jamiila.     | 17. 'at-ṭayyaara jadiida. |
| 13. 'ad-darii/a ṣayiira.  | 18. 'at-teebel raxiisa.   |
| 14. 'al-janṭa yaalya.     | 19. 'al-bint qaṣiira.     |
| 15. 'as-sayyaara qawiyya. | 20. 'al-mara mariiḡa.     |

Drill 10 Combination

a. Combine the following:

Example: haaḡa kitaab. 'al-kitaab jadiid. = haaḡa l-kitaab jadiid.

'This is a book. The book is new.=This book is new.'

1. haaḡa qalam. 'al-qalam yaali.
2. haaḡa walad. 'al-walad kabiir.
3. haaḡa rajil. 'ar-rajil qaṣiir.
4. haaḡa kursii. 'al-kursii qadiim.
5. haaḡa daftar. 'ad-daftar ṣayiir.
6. haaḡa baab. 'al-baab naḡiif.
7. haaḡa walad. 'al-walad jamiil.
8. haaḡa maktab. 'al-maktab waṣex.
9. haaḡa ṣaff. 'aṣ-ṣaff ḡaruuri.
10. haaḡa rajil. 'ar-rajil sa<sup>c</sup>iid.
11. haaḡa tuffaah. 'at-tuffaah qaliil.

b. Combine the following as in a. above.

1. haaḡi bint. 'al-bint mariiḡa.
2. haaḡi mara. 'al-mara jamiila.
3. haaḡi darii/a. 'ad-darii/a ṣayiira.
4. haaḡi janṭa. 'al-janṭa yaalya.
5. haaḡi sayyaara. 'as-sayyaara qawiyya.
6. haaḡi makiina. 'al-makiina qadiima.

7. haaði tayyaara. 'at-tayyaara jadiida.
8. haaði teebel. 'at-teebel raxiisa.
9. haaði bint. 'al-bint qasiira.
10. haaði mara. 'al-mara mariiða.

Drill 11 Question - Answer

Answer the following questions:

Example: T : hal haaða l-qalam tawiil? 'Is this pencil long?'

S<sub>1</sub>: laa. haaða l-qalam mu/ tawiil. 'No, this pencil isn't long.'

S<sub>2</sub>: huwa qasiir. 'It's short.'

1. hal haaða l-maktab naðiif?
2. hal haaði l-makiina jadiida?
3. hal haaði l-bint tawiila?
4. hal haaða r-rajil qawii?
5. hal haaða l-kursii kabiir?
6. hal haaði d-darii/a qadiima?
7. hal haaða l-mudiir tawiil?
8. hal haaða d-daxtoor kabiir?
9. hal haaði s-sayyaara raxiisa?
10. hal haaði t-tayyaara sayiira?
11. hal haaða l-kitaab yaalii?
12. hal haaða s-saff kabiir?
13. hal haaði l-janta sayiira?
14. hal haaða d-daxtoor qadiim?
15. hal haaða l-walad qasiir?
16. hal haaði d-darii/a naðiifa?
17. hal haaði l-mara qasiira?
18. hal haaði t-teebel kabiira?

19. hal haaða s-saff kabiir?  
 20. hal haaði s-saa<sup>C</sup>a yaalya?

Drill 12

Answer the following questions:

Example: T: hal haaða l-qalam yaali? 'Is this pen(cil) expensive?'

S: laa. huwa raxiis. 'No, it's cheap.'

1. hal haaða l-maktab sayiir?
2. hal haaða l-kitaab qadiim?
3. hal haaði s-sayyaara qawiyya?
4. hal haaða l-walad tawiil?
5. hal hiya tawiila?
6. hal hiya naðiifa?
7. hal haaði l-bint wasexa?
8. hal haaði l-mara qasiira?
9. hal haaða l-walad kabiir?
10. hal haaða l-qalam tawiil?
11. hal haaða r-rajil kabiir?
12. hal haaða r-rajil qasiir?
13. hal haaða s-saff ðaruuri?
14. hal haaði s-saa<sup>C</sup>a raxiisa?
15. hal haaði t-teebeel sayiira?

Drill 13 Cued Chain

Example: T: kitaab - daftar 'book - notebook'

S<sub>1</sub>: hal haaða kitaab aw daftar? 'Is this a book or  
 a notebook?'

S<sub>2</sub>: haaða kitaab. 'This is a book.'

T: hal huwa yaali? 'Is it expensive?'

S<sub>3</sub>: na<sup>C</sup>am. huwa yaali kaθiir. 'Yes, it's very  
 expensive.'

1. walad - bint	hal huwa tawiil?
2. mara - rajil	hal hiya jamiila?
3. dariifa - baab	hal hiya kabiira?
4. kursii - teebeel	hal huwa sayiir?
5. daftar - kitaab	hal huwa ðaruuri?
6. mudiir - mu <sup>C</sup> allim	hal huwa qasiir?
7. 'amrikaani - <sup>C</sup> arabi	hal huwa kabiir?
8. 'amrikaaniyya - <sup>C</sup> arabiyya	hal hiya jamiila?
9. mu <sup>C</sup> allima - mudiira	hal hiya mariiðā?
10. madrasa - mustaffa	hal hiya jadiida?
11. maktab - bank	hal huwa naðiiif?
12. sayyaara - tayyaara	hal hiya qawiyya?
13. makiina - sayyaara	hal hiya waṣexa?
14. labnaani - <sup>C</sup> iraaqi	hal huwa ða <sup>C</sup> iif?
15. gahwa - tfaay	hal hiya ðaruuriyya?
16. bint - walad	hal hiya sa <sup>C</sup> iida?
17. rajil - mara	hal huwa sa <sup>C</sup> iid?
18. tuffaah - tamaat	hal huwa raxiis?
19. jibin - zibid	hal huwa yaali?
20. burtaqaala - tuffaḥa	hal hiya yaalya?

#### Drill 14 Question - Answer

Give complete answers to the following questions:

1. /uu l-yoom? /uu bukra?
2. hal il-'iθneen ba<sup>C</sup>d il-'arba<sup>C</sup>a?
3. hal is-sabt gabil il-xamiis?
4. 'ayya ḥazza <sup>C</sup>indak maw<sup>C</sup>id ma<sup>C</sup> id-daxtoor?

5. hal fii saff <sup>C</sup>arabi yoom il-'ahad ba<sup>C</sup>d iḡ-ḡuhr?
6. kam is-saa<sup>C</sup>a halhiin?
7. hal tajii 'ila ḡ-ḡuyul is-saa<sup>C</sup>a ḡamaanya 'illaa rub<sup>C</sup>?
8. kam walad <sup>C</sup>indak yaa mhammad? walad waahid bas?
9. ḡuu 'ism sikriteer il-waziir?
10. kam saarlak hini? 'inḡaalla a<sup>C</sup>ḡabatk il-balad?

#### Drill 15 Translation

Translate:

1. I want to speak with the secretary (f.) once again.
2. This is not the first time I come to Abu Dhabi; it's the third time.
3. I pay only 900 dollars. This is the last word.
4. No, this is little (not much).
5. Come! How many kilos do you want?
6. Weigh 20 kilos for me, please.
7. Do they (m.) go to school at night?
8. Yes, they go to school at quarter to seven in the evening.
9. In how many days do you (f.p.) go to Abu Dhabi?
10. We will all go to Abu Dhabi in 35 days.

#### Drill 16 Aural Comprehension

Salma halhiin fii nyuu yoork. hiya min <sup>C</sup>ammaan fi l-'urdun. hiya taruuh 'ila jaami<sup>C</sup>at kolombya fii nyuu yoork. saarlaha fii 'amriika tis<sup>C</sup>iin yoom bas. hiya taruuh 'ila l-jaami<sup>C</sup>a kull yoom is-saa<sup>C</sup>a ḡamaanya.

haaḡi ḡaani marra tajii 'ila 'amriika. a<sup>C</sup>ḡabatha nyuu yoork ka iir, walaakin it-ḡaqs fii nyuu yoork haarr w raḡib fi s-seef. it-ḡaqs fii <sup>C</sup>ammaan ḡwayy haarr fi s-seef walaaken



haaf. <sup>C</sup>aaylet salma mu/ ma<sup>C</sup>aha. kullahum fi l-kweet.  
 halhiin is-saa<sup>C</sup>a θamaanya 'illaa rub<sup>C</sup>. salma triid taruuh  
 'ila s-saff.

New words: jaami<sup>C</sup>a 'university'

kull yoom 'every, each day'

Say whether the following statements are true or false:

1. salma fii <sup>C</sup>amman fi l-'urdun.
2. salma taruuh 'ila jaami<sup>C</sup>at nyuu yoork.
3. saarlaha fii 'amriika tis<sup>C</sup>iin yoom.
4. salma tajii min il-jaami<sup>C</sup>a 'is-saa<sup>C</sup>a θamaanya.
5. haaði 'awwal marra slma tajii 'ila 'amriika.
6. salma a<sup>C</sup>jabatha nyuu yoork kaθiir.
7. 'it-ṭaqs fii nyuu yoork haaf fi s-ṣeef.
8. 'it-ṭaqs mu/ haarr fii 'abu ḍabi fi s-ṣeef.
9. it-ṭaqs fii <sup>C</sup>ammaan haarr kaθiir wa rateb fwayy.
10. <sup>C</sup>aaylet salma fi l-'urdun.
11. <sup>C</sup>aaylet salma min al-kweet.
12. salma <sup>C</sup>indaha saff ba<sup>C</sup>d fwayy.
13. halhiin 'is-saa<sup>C</sup>a θamaanya w rub<sup>C</sup>.

## UNIT 11

## I. DIALOG

fi s-suug

'ahmad: 'as-salaamu <sup>C</sup>aleet/!naansi: <sup>C</sup>aleekum is-salaam!'ahmad: 'inti titkallamiin <sup>C</sup>arabi zeen il-yoom.naansi: na<sup>C</sup>am. 'ana 'atkallam wa 'aktib <sup>C</sup>arabi kamaan.'ahmad: hal tariidiin ti/rabiin gahwa ma<sup>C</sup>ii?

naansi: zeen.

'ahmad: 'itfa<sup>o</sup>o<sup>o</sup>alii.naansi: fukran. ba<sup>C</sup>d il-gahwa 'ana laazem 'aruuh 'aakil wa  
'aktob <sup>C</sup>arabi fwayy wa 'anaam. bukra s-subh laazem  
'aruuh 'ila l-bank wa 'ashab fuluus min hunaak.'ahmad: 'inti maa <sup>C</sup>indit/ fuluus halhiin?naansi: laa. maa <sup>C</sup>indii fuluus.

'ahmad: zeen. ween tibyiin ti/rabiin gahwa?

naansi: fii mat<sup>C</sup>am i/-farq il-'awsat.

'ahmad: leef?

naansi: li'an haa<sup>o</sup>a l-mat<sup>C</sup>am huwa mat<sup>C</sup>am 'abuuya.

## II. TRANSLATION

At the Market

Ahmad: Peace be upon you!

Nancy: Peace be upon you!

Ahmad: You speak Arabic well today.

Nancy: Yes, I speak and write Arabic also.

Ahmad: Would you like to have a cup of coffee with me?

Nancy: Fine.

Ahmad: Let's go.

Nancy: Thank you. After the coffee I have to go to eat, write a little Arabic, and go to bed. Tomorrow morning, I have to go to the bank and withdraw money from there.

Ahmad: You don't have any money now?

Nancy: No, I don't have any money.

Ahmad: All right! Where would like to go to have coffee?

Nancy: At the Middle East Restaurant.

Ahmad: Why?

Nancy: Because this restaurant is my father's restaurant.

### III. VOCABULARY

'aktib	I write
kamaan	also, too
laazem	It is necessary that; must; should; have to
'aakil	I eat
'anaam	I sleep
'ashab	I withdraw; I pull
fuluus	money (f.)
hunaak	there; over there
leef	Why?
li'an	because

### IV. ADDITIONAL VOCABULARY

saa <sup>C</sup> ed	help! (imp., m.)
'im/ii	walk! (imp., m.)
'ista <sup>C</sup> mel	use! (imp., m.)
fayyel	turn on!; start! (imp., m.)
'a <sup>C</sup> tii	give! (imp., m.)

fatte/ <sup>c</sup> ala	look for! (imp., m.)
'iftah	open! (imp., m.)
banned	close!, shut!; stop! (imp., m.)
guul	say! (imp., m.)
laa taakil	don't eat! (m.)
('ana) 'agdar	(I) can
maa	negative particle

## V. GRAMMAR

### 1. Verbs - Present Tense

The conjugation of the present tense verbs presented in this lesson is like the conjugation of the present tense verbs presented earlier. All that you have to learn is the stem of each verb. Below are the conjugations of the verbs - present tense - that occur in the DIALOG as an example. These are the stems:

-ktib-	'to write'
-akil-	'to eat'
-naam-	'to sleep, go to bed'
-shab-	'to withdraw (money); to pull'

Pronoun	-ktib-	-akil-	-naam-	-shab-
huwa	yiktib	yaakil	yanaam	yishab
hum	yikibuun	yaakiluun	yanaamuun	yishabuun
hiya	tiktib	taakil	tanaam	tishab
hin	yiktibin	yaakilin	yanaamin	yishabin
'inta	tiktib	taakil	tanaam	tishab
'intum	tiktibuun	taakiluun	tanaamuun	tishabuun
'inti	tibtibiin	taakiliin	tanaamiin	tishabiin
'intin	tiktibin	taakilin	tanaamin	tishabin
'ana	'aktib	'aakil	'anaam	'ashab
nihna	niktib	naakil	nanaam	nishab

The stems of the other verbs in ADDITIONAL VOCABULARY are:

<u>Stem</u>	<u>Meaning</u>	<u>Stem</u>	<u>Meaning</u>
-saa <sup>C</sup> ed-	'to help, assist'	-fattef- <sup>C</sup> ala	'to look for'
-m/fii-	'to walk'	-ftah-	'to open'
-sta <sup>C</sup> mel-	'to use, utilize'	-banned-	'to shut, close; to stop'
-fayyel-	'to turn on, start'		
- <sup>C</sup> tii-	'to give'	-guul-	'to say'
		-gdar-	'to be able to'

The verbs -m/fii- 'to walk' and -<sup>C</sup>tii- 'to give' are conjugated like -jii- 'to come' (See UNIT 7, VI. 2.).

## 2. Verbs - Imperative

Six of the verbs presented in this lesson have the imperative (m.s.) form the same as the stem. These verbs are:

<u>Stem</u>	<u>Imperative (m.s.)</u>	<u>Stem</u>	<u>Imperative (m.s.)</u>
-naam-	naam!	-fattef- <sup>C</sup> ala	fattef <sup>C</sup> ala!
-saa <sup>C</sup> ed-	saa <sup>C</sup> ed!	-banned-	banned!
-fayyel-	fayyel!	-guul-	guul!

The rest form the imperative (m.s.) by prefixing 'i- to the stem except for -<sup>C</sup>tii- 'to give' and -akil- 'to eat':

<u>Stem</u>	<u>Imperative</u>
-ktib- 'to write'	'iktib!
-shab- 'to withdraw; to pull'	'ishab!
-m/fii- 'to walk'	'im/fii!
-sta <sup>C</sup> mel- 'to use'	'ista <sup>C</sup> mel!
-ftah- 'to open'	'iftah!

The imperatives from -akil- and -<sup>C</sup>tii- are:

'ikil! 'Eat!' and 'a<sup>C</sup>ti! 'Give!'

For the imperative (f.s.) form see UNIT 9, VI.5. The imperative from -jii- 'to come' is ta<sup>C</sup>aal! 'Come!'

### 3. Negation - Present Tense Verbs

A present tense verb is negated by means of the negative particle maa, which should precede the verb:

huwa maa yaruuh. 'He doesn't go.'

nihna maa namfii. 'We don't walk.'

If a combination of two verbs or laazem + verb is used, maa precedes the first verb. Example:

'ana maa 'agdar 'amfii. 'I can't walk.'

'ana maa lazeem 'amfii. 'I don't have to walk.'

Keep in mind that muf 'not' precedes nouns and phrases, but not verbs.

### 4. Negative Commands

A negative command in ADA is signaled by means of laa 'not', which should precede the present tense, second person singular or plural form. If this form has the -n ending, this ending drops:

'inta taruuh. 'You (m.s.) go.'

laa taruuh! 'Don't go (m.s.)!'

'inti taruuhii. 'You (f.s.) go.'

laa taruuhii! 'Don't go (f.s.)!'

## VI. DRILLS

### Drill 1 Repetition

Group A repeats the command; Group B makes the response.

1. saa<sup>C</sup>ed il-mudiir.

maa 'agdar 'asaa<sup>C</sup>ed il-mudiir.

2. 'imfii 'ila s-suug.  
maa 'agdar 'amfii 'ila s-suug.
3. 'ista<sup>C</sup>mel il-qalam il-qadiim.  
maa 'agdar 'asta<sup>C</sup>mel il-qalam il-qadiim.
4. 'iktib 'ismak bi l-<sup>C</sup>arabi.  
maa 'agdar 'aktib 'ismii bi l-<sup>C</sup>arabi.
5. fayyel 'is-sayyaara.  
maa 'agdar 'afayyel is-sayyaara.
6. 'a<sup>C</sup>tii t-tamaat 'ila l-bint.  
maa 'agdar 'a<sup>C</sup>tii t-tamaat 'ila l-bint.
7. 'ishab il-baab.  
maa 'agdar 'ashab il-baab.
8. fattef <sup>C</sup>ala l-kursi l-jadiid.  
maa 'agdar 'afattef <sup>C</sup>ala l-kursii l-jadiid.
9. banned id-darii/a.  
maa 'agdar 'abanned id-darii/a.
10. guul haaða l-kalaam marra θaanya.  
maa 'agdar 'aguul haaða l-kalaam marra θaanya.
11. naam fi l-'uteel.  
ma 'agdar 'anaam fi l-'uteel.
12. 'ikil haaða l-laḥam.  
maa 'agdar 'aakil haaða l-laḥam.
13. 'iktibii 'ismit/ bi l-<sup>C</sup>arabi.  
maa 'agdar 'aktib 'ismii bi l-<sup>C</sup>arabi.
14. ruuhii 'ila s-suug.  
maa 'agdar 'aruuh 'ila s-suug.
15. 'ista<sup>C</sup>milii l-maktab in-naḥiif.  
maa 'agdar 'asta<sup>C</sup>mel il-maktab in-naḥiif.

16. fayyelii s-sayyaara l-qadiima.  
maa 'agdar 'a/fayyel is-sayyaara l-qadiima.
17. saa<sup>C</sup>edii l-muwaḍḍaf il-jadiid.  
maa 'agdar 'asaa<sup>C</sup>ed il-muwaḍḍaf il-jadiid.
18. 'iftahii d-darii/a l-kabiira.  
maa 'agdar 'aftah id-darii/a l-kabiira.
19. 'ista<sup>C</sup>milii l-qalam il-jamiil.  
maa 'agdar 'asta<sup>C</sup>mel il-qalam il-jamiil.
20. 'im/fii ma<sup>C</sup> il-walad is-ṣayyir.  
maa 'agdar 'am/fii ma<sup>C</sup> il-walad is-ṣayyir.

### Drill 2 Completion

Complete this question when the teacher gives the words:

- a) hal tigdar...? 'Can you (m.s.)...?'
1. saa<sup>C</sup>ed il-muhandis.
  2. 'im/fii 'ila l-<sup>C</sup>een.
  3. 'ista<sup>C</sup>mel sayyaartii.
  4. 'iktib 'ismak bi l-<sup>C</sup>arabi.
  5. fayyel il-makiina.
  6. 'a<sup>C</sup>tii il-mooz 'ila r-rajil.
  7. 'ishab il-fuluus min il-bank.
  8. fatte/ <sup>C</sup>alaa l-walad is-ṣayyir.
  9. banned il-makiina.
  10. guul haaḍa l-kalaam marra ṯaanya.
  11. naam fi l-madrassa.
  12. 'ikil min haaḍa t-tuffaah.

- b) hal tigdarin...? 'Can you (f.p.)...?'

### Drill 3 Repetition

Negative commands:



1. laa tisa<sup>C</sup>ed is-sikriteer.
2. laa tamfii 'ila maktab il-bariid.
3. laa tista<sup>C</sup>mel sayyaarat il-maktab.
4. laa tidfa<sup>C</sup> il-fuluus.
5. laa ti/ayyel is-sayyaara.
6. laa tiktib 'ismak bi l-'ingliizi.
7. laa ta<sup>C</sup>tii l-burtaqaal 'ila l-walad.
8. laa tishab il-fuluus min il-bank.
9. laa tibanned il-baab.
10. laa taguul haaða l-'ism.
11. laa taaxiðii t-teebel il-qasiira.
12. laa titkallamii ma<sup>C</sup> ir-rajil il-mariið.
13. laa tista<sup>C</sup>milii l-makiina l-wasexa.
14. laa tanaam fi l-mustaffa.
15. laa taakil min haaða l-mooz.

#### Drill 4 Transformation

When you hear the command, change it to the negative.

Example: T: ruuh hunaak.

S: laa taruuh hunaak.

1. ruuh hunaak.
2. saa<sup>C</sup>ed is-sikriteer.
3. 'imfii ma<sup>C</sup> il-mu<sup>C</sup>allim.
4. 'ista<sup>C</sup>mel haaði l-mayy.
5. 'i/rab haaði l-gahwa.
6. 'idfa<sup>C</sup> xamsa doolaar.
7. 'iktib 'ism jim bi l-<sup>C</sup>arabi.
8. 'a<sup>C</sup>tii darzan tuffaah'ila l-mudiir.

9. 'ishab is-sayyaara il-qadiima.
10. fatte/ <sup>C</sup>ala t-tamaat.
11. banned il-baab.
12. guul: "it-taqs haarr wa haaf."
13. naam ba<sup>C</sup>d ið-ðuhr.
14. 'ikil <sup>C</sup>ee/ wa laham.
15. takallam ma<sup>C</sup> mudiir il-<sup>C</sup>amal.
16. 'i/rab /wayy biira.
17. ruuh/ 'ila s-saff.
18. ta<sup>C</sup>aalii ma<sup>C</sup> ir-rajil it-tawiil.
19. ruuhii 'ila s-saff ið-ðaruuri.
20. fatte/ii <sup>C</sup>ala l-makiina l-qawiyya.

#### Drill 5 Completion

- a) Use the words you hear to complete this sentence:

hal yigdar...? 'Can he...?'

1. yaakil fi l-maktab
2. yinaam ba<sup>C</sup>d ið-ðuhr
3. yiftah id-darii/a
4. yi/ayyel it-tayyaara
5. yidfa<sup>C</sup> il-fuluus
6. yaguul haaða l-kalaam
7. yisaa<sup>C</sup>ed is-sikriteer
8. yaakil fii haaða l-mat<sup>C</sup>am
9. yi/rab t/aay haarr
10. yaaxið it-tayyaara l-yoom?

- b) Use the words you hear to complete this sentence:

hal tigdar...? 'Can you (m.s.)...?'; 'Can she...?'

1. taruuh 'ila l-madrasa
2. tista<sup>C</sup>mel il-kitaab
3. tam/fii 'ila l-jaami<sup>C</sup>a
4. taakil darzan burtaqaal
5. taguul: "'itfaḍḍal istriih."
6. tajii 'ila s-saff is-saa<sup>C</sup>a sab<sup>C</sup>a
7. tibanned id-darii/a
8. tista<sup>C</sup>mel haaḍi l-makiina
9. tifayyel ir-raadyoo
10. ti/rab haaḍa l-wiski
11. tiktib kitaab bi l-<sup>C</sup>arabi
12. taruuh is-saa<sup>C</sup>a θna<sup>C</sup>/ iḍ-ḍuhr.

Drill 6 Question - Answer

When you hear the question, answer: laa. maa yigdaruun...

Example: hal yigdaruun yaruuhuun hunaak? 'Can they (m.p.) go there?'

laa. maa yigdaruun yaruuhuun hunaak. 'No, they can't go there.'

1. hal yigdaruun yisaa<sup>C</sup>iduun il-muwaḍḍaf?
2. hal yigdaruun yinaamuun is-ṣubḥ?
3. hal yigdaruun yam/uuun 'ila /-fuyul?
4. hal yigdaruun yistariiḥuun hini?
5. hal yigdaruun yi/rabuun gahwa kaḍiir?
6. hal yigdaruun yiktibuun 'ismahum bi l-<sup>C</sup>arabi?
7. hal yigdaruun yista<sup>C</sup>miluun is-sayyaara?
8. hal yigdaruun yi/fayyiluun il-makiina?
9. hal yigdaruun ya<sup>C</sup>tuun fuluus 'ila l-muwaḍḍaf?
10. hal yigdaruun yishabuun fuluusahum min il-bank?
11. hal yigdaruun yinaamuun is-saa<sup>C</sup>a <sup>C</sup>a/ara?
12. hal yigdaruun yajuun bukra?

13. hal yigdaruun yifatte<sup>f</sup>uun <sup>C</sup>ala l-makiina?
14. hal yigdaruun yibanneduun il-baab?
15. hal yigdaruun yaruuhuun ba<sup>C</sup>d bukra?
16. hal yigdaruun yaaxiḍuun il-janta ma<sup>C</sup>hum?
17. hal yigdaruun yitkallamuun <sup>C</sup>arabi zeen?
18. hal yigdaruun yaguuluun haaḍal-kalaam?
19. hal yigdaruun ya<sup>C</sup>ṭuun ḡalaaḡa duulaar fi s-saa<sup>C</sup>a?
20. hal yigdaruun yajuun yoom il-jum<sup>C</sup>a?

### Drill 7

When you hear the sentence, answer: 'ana...kamann. 'I...too.'

Example: huwa yigdar yiḡayyel il-makiina. 'He can start the engine.'

'ana 'agdar 'aḡayyel il-makiina kamaan. 'I can start the engine too.'

1. huwa yigdar yiktib <sup>C</sup>arabi.
2. hiya tigdar taakil jiben w zibid.
3. hum yigdaruun yinaamuun ḡna<sup>C</sup>f saa<sup>C</sup>a.
4. huwa yigdar yisaa<sup>C</sup>ed il-mara.
5. 'inta tigdar taruuh 'ila bayruut.
6. ḡinna nigdar nishab fuluusana.
7. huwa yigdar yistariih fi l-maktab.
8. hiya tigdar tisaa<sup>C</sup>ed il-waziir.
9. hum yidgaruun yibanneduun id-darii/a.
10. 'ana 'agdar 'a<sup>C</sup>ṭii l-kursii 'ila l-mu<sup>C</sup>allim.
11. huwa yigdar yaguul: "as-salaamu <sup>C</sup>aleekum."
12. hiya tigdar tajii 'ila ṡ-ṡaff il-yoom.
13. hum yigdaruun yaguuluun: "haaḍa yaalii."

14. 'inta tigdar tamfii saa<sup>C</sup>ateen.
15. 'inti tigdariin taakiliin fi l-mat<sup>C</sup>am.
16. huwa yigdar yifayyel is-sayyaara.
17. hiya tigdar tisaa<sup>C</sup>ed is-sikriteera.
18. hum yigdaruun yiktibuun fi d-daftar.
19. 'inti tigdariin tamfiin 'ila l-mustaffa.
20. 'ana 'agdar 'aruuh 'ila l-mat<sup>C</sup>am.
21. hin yigdarin yaruuhin hunaak.
22. 'intin tigdarin tishabin fuluusakin.

#### Drill 8 Completion

When you hear the sentence, answer:

hinna maa nigdar...kamaan. 'We cannot...either.'

1. nisaa<sup>C</sup>ed il-muhandis
2. namfii 'ila s-suug
3. nifrab biira kaθiir
4. niktib 'ismana bi l-<sup>C</sup>arabi
5. nifayyel is-sayyaara
6. na<sup>C</sup>tii l-fuluus 'ila l-walad
7. nishab is-sayyaara l-qadiima
8. nibanned id-darii/a
9. nifayyel il-makiina
10. naguul haaða l-kalaam marra θaanya
11. nigdar ninaam fi l-'uteel
12. naakil min haaða l-burtaqaal
13. nidfa<sup>C</sup> kull il-fuluus
14. naruuh hunaak
15. nifrab biira s-subh

16. nifattef <sup>C</sup>ala l-walad
17. nitkallam <sup>C</sup>arabi kaθiir
18. niftah id-darii/a ba<sup>C</sup>d is-saa<sup>C</sup>a xamsa
19. najii 'ila f-fuyul fi s-sayyaara
20. nistariih il-masa

### Drill 9 Completion

a) Complete the following statements when you hear the words:

'ana laazem... 'I have to, must, should...'

1. 'aktib 'ismii bi l-<sup>C</sup>arabi
2. 'aruuh 'ila l-beet halhiin
3. 'ajii 'ila s-saff kull yoom is-subh
4. 'aakil laham kull yoom
5. 'a/rab gahwa kull saa<sup>C</sup>a
6. 'anaam <sup>C</sup>a/ar saa<sup>C</sup>aat kull yoom
7. 'aruuh 'ila bayruut
8. 'astariih gabel is-saa<sup>C</sup>a wahda
9. 'am/fii 'ila l-madrassa
10. 'a<sup>C</sup>tii l-kitaab 'ila l-mu<sup>C</sup>allim

b) When you hear the command, answer with:

hinna maa laazem... 'We don't have to, mustn't, shouldn't...'

Example: banned il-baab. 'Shut the door!'

hinna maa laazem nibanned il-baab. 'We don't have  
to shut the door.'

1. fayyel il-makiina.
2. 'iftah id-darii/a.
3. 'ixiθ taxi.
4. 'ikil min haaða l-mooz.
5. 'iktib 'ismak bi l-<sup>C</sup>arabi.

6. ta<sup>C</sup>aal ma<sup>C</sup>ii 'ila s-saff.
7. guul haaḍa l-kalaam.
8. 'i/rab gahwa ma<sup>C</sup> il-mudiir.
9. takallam <sup>C</sup>arabi fi s-saff.
10. 'i/rab gahwa ḥaarra l-masa.

#### Drill 10 Repetition

1. 'ana laazem 'a/rab gahwa li'an is-saa<sup>C</sup>a <sup>C</sup>aḥara.
2. 'ana laazem 'aruuh li'an it-taqs zeen.
3. 'ana laazem 'anaam li'an is-saa<sup>C</sup>a ḥna<sup>C</sup>f.
4. 'ana laazem 'aṭayel li'an il-mudiir hini.
5. 'ana laazem 'aruuh li'an il-yoom is-sabt.
6. 'ana laazem 'aruuh li'an 'ariid 'aakil.
7. 'ana laazem aṭayel li'an iḥ-fuyul ḍaruuri.
8. 'ana laazem 'anaam fi l-mustaffa li'an 'ana mariiḍ.
9. 'ana laazem 'atkallam ma<sup>C</sup>ha li'an hiya jamiila.
10. 'ana laazem 'aaxiḍ il-qalam li'an 'ariid 'aktib.

#### Drill 11 Substitution

- a) Substitute hin for 'ana in Drill 10.
- b) Substitute 'inta for 'ana in Drill 10.
- c) Substitute 'intin for 'ana in Drill 10.
- d) Substitute hum for 'ana in Drill 10.
- e) Substitute nihna for 'ana in Drill 10.

#### Drill 12 Question - Answer

Answer the following questions:

1. leef laazem ti/rab gahwa?
2. leef taruuh 'ila s-saff kull yoom is-saa<sup>C</sup>a sab<sup>C</sup>a s-subḥ?
3. leef laazem tiṭayel?

4. leef laazem taakil?
5. leef laazem tinaam fi l-musta/fa?
6. leef laazem tajii 'ila d-daxtoor?
7. leef laazem titkallam ma<sup>C</sup>ha?
8. leef tariid taruuh 'ila 'abu ḡabi?
9. leef tariid tisaa<sup>C</sup>ed is-sikriteer?
10. leef tam/fii kull yoom 'ila f-fuyul?
11. leef taakiliin fii haaḡa l-maṭ<sup>C</sup>am?
12. leef laazem titkallamin <sup>C</sup>arabi?
13. leef laazem yista<sup>C</sup>milin il-baab iḡ-ḡaani?
14. leef laazem yaruuhin 'ila l-beet?
15. leef tishabin fuluusakin min il-bank?



## UNIT 12

## I. BASIC TEXT

## hayaati

'ismii 'ahmad. <sup>C</sup>umrii xamsa w θalaaθiin sana, wa 'askin fii 'abu θabi. 'ana 'astayel ma<sup>C</sup> il-hukuuma. 'ana mitzawwej wa <sup>C</sup>indii 'arba<sup>C</sup> 'awlaad: waladeen wa binteen. halhiin il-'awlaad fi l-madrasa. hum yaruuhuun 'ila l-madrasa kull yoom. 'il-walad il-kabiir fi ş-şaff is-saades w is-şayir fi ş-şaff il-'awwal. binti l-kabiira fi ş-şaff il-xaames w is-şayira fi ş-şaff iθ-θaani. 'il-bint is-şayira <sup>C</sup>umraha sab<sup>C</sup> sanawaat.

'ana <sup>C</sup>indii fuṣṣul kaθiir. laazem 'astayel kull yoom. hayaati şa<sup>C</sup>ba walaaken 'ana sa<sup>C</sup>iid ma<sup>C</sup> <sup>C</sup>aayilti. 'ahibb zawijti wa 'awlaadi kaθiir.

## II. TRANSLATION

## My Life

My name is Ahmad. I am 35 years old, and I live in Abu Dhabi. I work for the government. I am married, and I have four children: two boys and two girls. Now the children are in school. They go to school every day. The older boy is in the sixth grade, and the younger one is in the first grade. My older daughter is in the fifth grade, and the younger one is in the second grade. The younger girl is seven years old.

I have a lot of work. I have to work every day. My life is hard, but I am happy with my family. I love my wife and my children very much.

## III. VOCABULARY

hayaa	life (f.)
<sup>c</sup> umr	age (m.)
sana	year (f.)
sanawaat, siniin	(pl. of <u>sana</u> ) years
'askin	I live
hukuuma	government (f.)
mitzawwej	married (m.)
walad	boy; child; son
'awlaad	(pl. of <u>walad</u> ) boys; children; sons
binti	my daughter
<sup>c</sup> umraha	her age
hayaatii	my life
sa <sup>c</sup> ba	difficult (f.), hard
zawja	wife (f.)
zawijtii	my wife
'ahibb	I like, love
man	who?

## IV. ADDITIONAL VOCABULARY

kam <sup>c</sup> umrak?	How old are you? (m.s.)
laazem yakuun	he, it, should be (m.)
laazem takuun	she, it, should be (f.)
hijra	room (f.)
sinama	cinema
'abuu	father (m.)
'umm	mother (f.)
'axuu	brother (m.)
'uxt	sister (f.)

sadiiq	friend (m.)
kaateb	clerk (m.)
haḍaak	that (m.s.)
haḍiit/	that (f.s.)
'abuuya	my father
'axuuya	my brother
musaa <sup>c</sup> ed	assistant, helper (m.)
ra'iis	boss; president (of a university or a state) (m.)

## V. GRAMMAR

1. The verb 'to be' (stem -kuun-) in ADA can be used to express future time. Examples:

huwa yakuun hini bukra. 'He will be here tomorrow.'

hal 'inta takuun fi l-maktab il-yoom? 'Are you going to be in  
the office today?'

It should be used with such words as laazem 'it is necessary  
that; should; must; have to' and yigdar 'he can, will be able  
to':

'inti laazem takuuniin fi s-saff. 'You (f.s.) must be in class.'

'ana 'agdar 'akuun hini 'is-saa<sup>c</sup>a<sup>c</sup>a/ara. 'I can be here at  
ten o'clock.'

-kuun- is conjugated like any other verb.

## 2. Suffixed Pronouns

Below is a complete list of possessive pronouns with  
examples. (See UNIT 1, VI, 2 and UNIT 2, VI, 2):

Independent Pronoun	Possessive Pronoun	Example
huwa	-ah	kitaabah 'his book'
hum	-ahum	kitaabahum 'their (m.p.) book'
hiya	-aha	kitaabaha 'her book'
hin	-ahin	kitaabahin 'their (f.p.) book'
'inta	-ak	kitaabak 'your (m.s.) book'
intum	-akum	kitaabakum 'your (m.p.) book'
'inti	-itf	kitaabitf 'your (f.s.) book'
'intin	-akin	kitaabakin 'your (f.p.) book'
'ana	-ii	kitaabii 'my book'
hinna, nihna	-ana	kitaabana 'our book'

If the noun has a vowel ending, the first vowel in the suffixed pronoun drops. Examples:

'abuu 'father'

'abuuh 'his father'

'abuuhum 'their (m.p.) father'

'abuuha 'her father'

etc., etc.,

The forms 'abuuya 'my father' and 'axuuya 'my brother' are exceptional.

### 3. Noun Constructs (See UNIT 6, VI, 3)

In Drill 10 of this lesson we have a series of constructs within constructs. Example:

maktab	ra'iis	jaami <sup>c</sup> at	'arizoonaa
_____	_____	_____	_____

'The office of the President of the University of Arizona'

If both elements of a noun construct have the same gender, structural ambiguity results if a modifier is used:

hijrat il-bint in-naḥiifa 'the clean girl's room' or  
 'the room of the clean girl'  
 qalam il-walad iṣ-ṣayīir 'the small boy's pencil' or  
 'the pencil of the small boy'

If both elements have different genders, structural ambiguity is in the English phrase, not in the Arabic phrase:

hijrat il-bariid il-jadiida. is only 'the new room of the  
 mail'

hijrat il-bariid il-jadiid. is only 'the room of the new  
 mail'

In the English phrase the new mail room 'new' may modify mail or room.

## VI. DRILLS

### Drill 1 Cued Chain

Example: T: mu<sup>C</sup>allim.....ṣaff 'teacher.....class'

S<sub>1</sub>: ween laazem yikuun il-mu<sup>C</sup>allim? 'Where should the  
 teacher be?

S<sub>2</sub>: 'il-mu<sup>C</sup>allim laazem yikuun fi ṣ-ṣaff. 'The teacher  
 should be in class.'

- |  |                         |
|--|-------------------------|
| 1. mu <sup>C</sup> allim.....ṣaff      | 11. rajil.....balad     |
| 2. walad.....beet                      | 12. mḥammad.....sinama  |
| 3. kursii.....ḥijra                    | 13. teebeel.....maktab  |
| 4. daxtoor.....mustaḥfa                | 14. leet.....ḥijra      |
| 5. mu <sup>C</sup> allima.....madrassa | 15. muwaḥḥaf.....maktab |
| 6. mudīr.....jaami <sup>C</sup> a      | 16. sayyaara.....garaaj |
| 7. sikriteer.....maktab                | 17. fuluus.....bank     |
| 8. muhandis.....ḥuyul                  | 18. tuffaah.....suug    |
| 9. bint.....'abu ḥabi                  | 19. mara.....beet       |
| 10. mara.....beet                      | 20. burtaqaal.....suug  |

Drill 2 Question - Answer

The teacher will ask a question and give a word. Students answer the question using that word.

Example: T: man haḍaak ir-rajil? 'abuu 'Who is that man?  
father'

S: huwa 'abuuya. 'He is my father.'

- |                          |                           |
|--------------------------|---------------------------|
| 1. 'axuu                 | 8. sikriteer              |
| 2. sadiiq                | 9. walad                  |
| 3. kaateb                | 10. mu <sup>C</sup> allim |
| 4. musaa <sup>C</sup> ed | 11. 'axuu                 |
| 5. 'abuu                 | 12. 'abuu                 |
| 6. daxtoor               | 13. mudiir                |
| 7. 'axuu                 | 14. ra'iis                |

Substitute 'abuuk 'your (m.s.) father', 'abuuha 'her father', and 'abuukum 'your (m.p.) father' for 'abuuya 'my father'.

Drill 3 Question - Answer

The teacher will ask a question and give a word. Students answer the question using the word.

Example: T: man haḍiit/ il-bint (il-mara)? 'uxt 'Who is  
that girl (woman)? sister  
S: hiya 'uxtii. 'She is my sister.'

- |               |                           |
|---------------|---------------------------|
| 1. sadiiqa    | 7. mudiira                |
| 2. sikriteera | 8. mu <sup>C</sup> allima |
| 3. daxtoora   | 9. musaa <sup>C</sup> eda |
| 4. 'uxt       | 10. zawja                 |
| 5. bint       | 11. 'umm                  |
| 6. ra'iisa    | 12. ra'iisa               |
|               | 13. kaatiba               |

Substitute 'uxtahum 'their (m.p.) sister', 'uxtahin 'their (f.p.) sister' and 'uxtakin 'your (f.p.) sister' for 'uxtii 'my sister.'

Drill 4 Substitution

Use the words you hear to complete these sentences:

- a. <sup>C</sup>ali 'abuuya. huwa mu/ 'abuuk. 'Ali is my father. He is not your father.'

- |                         |                       |             |                        |
|-------------------------|-----------------------|-------------|------------------------|
| 1. 'ahmad               | 'axuu                 | 9. salma    | 'uxt                   |
| 2. <sup>C</sup> abdalla | ṣadiiq                | 10. samiira | bint                   |
| 3. hanna                | daxtoor               | 11. jamiila | ṣadiiqa                |
| 4. jamiil               | ra'iis                | 12. kariima | sikriteera             |
| 5. kariim               | mudiir                | 13. feexa   | daxtoora               |
| 6. hamad                | sikriteer             | 14. faatma  | 'umm                   |
| 7. mahmuud              | ṣadiiq                | 15. maryam  | musaa <sup>C</sup> eda |
| 8. jum <sup>C</sup> a   | mu <sup>C</sup> allim | 16. sara    | zawja                  |

- b. <sup>C</sup>ali 'abuuya. huwa mu/ 'abuuh. 'Ali is my father. He is not his father.'

Use substitution from a. above.

Drill 5 Completion

Use the words you hear to complete this question:

- a. hal ..... -(a)k? 'Is ..... your (m.s.)?'
- |          |            |          |                       |
|----------|------------|----------|-----------------------|
| 1. huwa  | 'abuu      | 11. huwa | ra'iis                |
| 2. hiya  | 'umm       | 12. huwa | mu <sup>C</sup> allim |
| 3. hiya  | 'uxt       | 13. huwa | walad                 |
| 4. huwa  | 'axuu      | 14. hiya | ṣadiiqa               |
| 5. huwa  | ṣadiiq     | 15. hiya | 'umm                  |
| 6. huwa  | mudiir     | 16. huwa | 'axuu                 |
| 7. hiya  | bint       | 17. hiya | bint                  |
| 8. hiya  | ṣadiiqa    | 18. hiya | daxtoora              |
| 9. huwa  | sikriteer  | 19. huwa | ra'iis                |
| 10. hiya | sikriteera | 20. huwa | mudiir                |

b. hal ..... -(a) hin? 'Is ..... their (f.p.)?'

Use substitutions from a. above.

### Drill 6 Cued Chain

a. When the teacher gives a word, S<sub>1</sub> asks the question:

hal ..... (a)k rajil kabiir? 'Is your (m.s.) ..... an  
old man?'

S<sub>2</sub> answers: na<sup>C</sup>am. huwa rajil kabiir. <sup>C</sup>umrah \_\_\_\_\_ sana.

'Yes. He is an old man. He is \_\_\_\_\_ years old.'

- |                          |    |                           |     |
|--------------------------|----|---------------------------|-----|
| 1. mu <sup>C</sup> allim | 50 | 7. daxtoor                | 100 |
| 2. şadiiq                | 63 | 8. mudiiir                | 69  |
| 3. 'abuu                 | 79 | 9. 'abuu                  | 70  |
| 4. 'axuu                 | 95 | 10. musaa <sup>C</sup> ed | 53  |
| 5. sikriteer             | 80 | 11. şadiiq                | 55  |
| 6. ra'iis                | 65 | 12. 'axuu                 | 60  |

b. Same procedure as above with these patterns:

hal ..... a(t)ak bint (mara) kabiira? 'Is your (f.s.)

..... an old (girl) woman?'

na<sup>C</sup>am. hiya bint (mara) kabiira. <sup>C</sup>umraha \_\_\_\_\_ sana.

'Yes. She is an old girl (woman). She is \_\_\_\_\_ years old.'

Use the feminine forms of 'abuu and 'axuu.

### Drill 7 Transformation

Change to the dual:

Example: walad → waladeen 'boy → two boys'

mara → marateen 'woman → two women'

- |          |                          |
|----------|--------------------------|
| 1. 'axuu | 4. bint                  |
| 2. walad | 5. zawja                 |
| 3. 'umm  | 6. mu <sup>C</sup> allim |



- |                           |                          |
|---------------------------|--------------------------|
| 7. mu <sup>C</sup> allima | 15. saff                 |
| 8. hayaa                  | 16. muwaḍḍaf             |
| 9. balad                  | 17. ra'iis               |
| 10. musaa <sup>C</sup> ed | 18. jaami <sup>C</sup> a |
| 11. sikriteera            | 19. xamsa                |
| 12. hijra                 | 20. miya                 |
| 13. daxtoora              | 21. kaatib               |
| 14. muhandis              | 22. hukuuma              |

### Drill 8 Variable Substitution

Base sentence: <sup>C</sup>umr il-bint is-ṣayiira saba<sup>C</sup> siniin.

'The young girl is seven years old.'

- |                                   |                                  |
|-----------------------------------|----------------------------------|
| 1. <sup>C</sup> a/ar              | 11. 'it-ṭawiil                   |
| 2. 'il-kabiira                    | 12. 'il-qawii                    |
| 3. <sup>C</sup> i/riin            | 13. question                     |
| 4. 'il-mara                       | 14. 'il-mariiḍ                   |
| 5. ṭalaaṭiin                      | 15. statement                    |
| 6. sab <sup>C</sup> a w ṭalaaṭiin | 16. negative                     |
| 7. 'il-jamiila                    | 17. 'il-mara                     |
| 8. 'il-qasiira                    | 18. tis <sup>C</sup> a w xamsiin |
| 9. 'arba <sup>C</sup> iin         | 19. statement                    |
| 10. 'ir-rajil                     | 20. question                     |

### Drill 9 Variable Substitution

Base sentence: hum yaruuhuun 'ila l-madrasa kull yoom.

'They (m.p.) go to school every day.'

- |  |                     |
|--|---------------------|
| 1. is-saa <sup>C</sup> a sab <sup>C</sup> a s-subḥ | 4. mḥammad          |
| 2. 'ana  | 5. mḥammad wa ḥamad |
| 3. 'if-fuyul                                       | 6. 'il-masa         |

- |                               |               |
|-------------------------------|---------------|
| 7. negative                   | 16. feexa     |
| 8. 'il-beet                   | 17. nihna     |
| 9. yajuun                     | 18. 'inta     |
| 10. statement                 | 19. 'inti     |
| 11. 'intin                    | 20. question  |
| 12. 'inti                     | 21. statement |
| 13. question                  | 22. negative  |
| 14. xamsa                     | 23. hin       |
| 15. ba <sup>c</sup> d iδ-δuhr | 24. 'intin    |

Drill 10 Translation

Translate the following:

1. the minister's office
2. the woman's room
3. Mohammad's room
4. the University of Arizona
5. the University of Michigan
6. Arizona State University
7. the President of the University
8. the office of the President of the University
9. the office of the President of the University of Arizona
10. Hamad's room
11. Hamd's clean room
12. the girl's room
13. the girl's clean room
14. the room of the clean girl
15. the girl's clean beautiful room
16. the beautiful room of the clean girl

17. the clean room of the beautiful girl
18. the clean beautiful room of the girl
19. the room of the clean beautiful girl
20. the mail room
21. the post office
22. the beautiful mail room
23. the clean mail room
24. the new mail room
25. the old mail room

#### Drill 11 Variable Substitution

Base sentence: hiya <sup>C</sup>umraha xams siniin. 'She is five years old.'

- |                         |                  |
|-------------------------|------------------|
| 1. forty                | 12. 35           |
| 2. I                    | 13. 20           |
| 3. you (m.s.)           | 14. 100          |
| 4. <sup>C</sup> abdalla | 15. 7            |
| 5. you (m.p.)           | 16. the two boys |
| 6. we                   | 17. 10           |
| 7. negative             | 18. statement    |
| 8. they (m.p.)          | 19. question     |
| 9. naansi               | 20. you (f.s.)   |
| 10. saliim              | 21. statement    |
| 11. you (f.p.)          | 22. they (f.p.)  |

#### Drill 12 Chain

S<sub>1</sub> asks the question: kam <sup>C</sup>umrak? 'How old are you (m.s.)?'

S<sub>2</sub> answers: <sup>C</sup>umrii \_\_\_\_\_ sana (siniin) 'I am \_\_\_\_\_ years old.'

- |             |             |               |
|-------------|-------------|---------------|
| 1. 20 years | 8. 2 years  | 15. 105 years |
| 2. 26 years | 9. 1 year   | 16. 110 years |
| 3. 40 years | 10. 3 years | 17. 20 years  |
| 4. 49 years | 11. 7 years | 18. 22 years  |

- |              |              |              |
|--------------|--------------|--------------|
| 5. 42 years  | 12. 10 years | 19. 2 years  |
| 6. 51 years  | 13. 11 years | 20. 12 years |
| 7. 100 years | 14. 12 years | 21. 11 years |

### Drill 13 Variable Substitution

Base sentence: 'ahibb zawijti kaθiir. 'I love my wife a lot.'

- |                    |                 |
|--------------------|-----------------|
| 1. 'inta           | 11. hum         |
| 2. huwa            | 12. statement   |
| 3. question        | 13. negative    |
| 4. 'is-sikriteera  | 14. id-daxtoora |
| 5. 'il-muwaḍḍafa . | 15. 'ana        |
| 6. 'inta           | 16. kariim      |
| 7. 'hinna          | 17. 'il-'awlaad |
| 8. 'intum          | 18. 'il-bint    |
| 9. hin             | 19. 'intin      |
| 10. 'inti          | 20. 'intum      |

### Drill 14 Conjugation

Conjugate the following with all the personal pronouns:

- huwa higdar yisaa<sup>c</sup>ed 'abuuḥ.  
'He can help his father.'
- huwa maa yigdar yishab fuluus min il-bank.  
'He cannot withdraw money from the bank.'
- laa taruuḥ hunaak li'an it-ṭaqs ḥaarr.  
'Don't go there because it is hot.'
- huwa maa yinaam hini walaakin yaakil hini.  
'He doesn't sleep here, but he eats here.'
- laazem yibanned il-baab wa yiftaḥ id-darii/a.  
'He should shut the door and open the window.'

Drill 15 Aural Comprehension

Listen to the following passage, then give complete answers to the questions below:

<sup>C</sup>indii ṣadiiq 'ismah ṣaaleh. huwa min al-quḍs. ṣadiiqii mitzawwej wa <sup>C</sup>indah ṭalaaṭ 'awlaad: walad waahed wa hinteen. <sup>C</sup>umr ṣadiiqii ṣaaleh 'iṭneen wa ṭalaaṭiin sana, wa zawijtah <sup>C</sup>umraha <sup>C</sup>iḥriin sana bas. 'ism zawjat ṣaaleh ṣeexa. ṣeexa maa <sup>C</sup>indaha ṣuyul. hiya fi l-beet.

ṣaaleh ḥayaatah ṣa<sup>C</sup>ba li'an huwa yiftayel mu<sup>C</sup>allim ma<sup>C</sup> il-hukuumah. huwa yaaxiḍ bas ṭalaaṭiin diinaar kull ṭalaaṭiin yoom.

ṣaaleh yariid yajii 'ila 'amriika li'an huwa yariid yitkallam 'ingliizi zeen. yariid yaruuh 'ila jaami<sup>C</sup>a 'amrikaaniyya. yajii 'ila 'amriika ba<sup>C</sup>d sanateen 'inṣaalla li'an huwa maa <sup>C</sup>indah fuluus halhiin. huwa maa yigdar yidfa<sup>C</sup> xamsmiyat doolaar 'ila t-tayyaara.

Questions

1. ṣuu 'ism ṣadiiqii?
2. min ween ṣaaleh?
3. hal huwa mitzawwej? hal 'inta mitzawwej?
4. hal 'inti mitzawweja?
5. kam walad <sup>C</sup>ind ṣaaleh? kam walad wa kam bint?
6. kam <sup>C</sup>umr ṣadiiqii ṣaaleh? hal huwa rajil kabiir?
7. kam <sup>C</sup>umr zawjet ṣaaleh? ṣuu 'ismaha?
8. hal ṣeexa mu<sup>C</sup>allima?
9. keef ḥayaat ṣaaleh? leef?
10. kam diinaar yaaxiḍ ṣaaleh fi l-yoom?

11. ween şaaleh yariid yaruuh? leeʃ?
12. hal şaaleh yariid yaruuh 'ila l-madrassa 'aw il-jaami<sup>C</sup>a?
13. hal yigdar şaaleh yajii 'ila 'amriika halhiin? leeʃ?
14. kam doolaar şaaleh laazem yidfa<sup>C</sup> 'ila t-tayyaara?

Drill 16    Reproduction

Reproduce the aural comprehension passage in Drill 15  
with the help of the following key words:

şaaleh-----'al-quds----- mitzawwej-----'awlaad  
walad-----binteen-----32 years-----20 years  
feexa-----beet-----sa<sup>C</sup>ba-----mu<sup>C</sup>allim  
doolaar-----'amriika-----yitkallam-----2 years  
fuluus-----tayyaara

## UNIT 13

## I. DIALOG

ween raayeh?

<sup>C</sup>ali: marhaba!

sami: marhabateen!

<sup>C</sup>ali: ween raayeh?

sami: 'ana raayeh 'ila l-mataar.

<sup>C</sup>ali: ween 'inta msaافر?

sami: 'ana msaافر 'ila l-qaahira.

<sup>C</sup>ali: mata msaافر?

sami: ba<sup>C</sup>d saa<sup>C</sup>ateen.

<sup>C</sup>ali: <sup>C</sup>ala 'ayya tayyaara msaافر?

sami: <sup>C</sup>ala tayyaarat i/-farq il-'awsat.

<sup>C</sup>ali: hal <sup>C</sup>aayiltak ma<sup>C</sup>ak?

sami: laa <sup>C</sup>aayilti fii 'abu <sup>δ</sup>abi.

<sup>C</sup>ali: kam walad <sup>C</sup>indak?

sami: <sup>C</sup>indii walad waahed w bint bas.

<sup>C</sup>ali: fuu 'ism il-walad?

sami: ismah <sup>C</sup>aadel

<sup>C</sup>ali: fuu 'ism il-bint?

sami: ismaha su<sup>C</sup>aad.

<sup>C</sup>ali: fuu fuylak fii 'abu <sup>δ</sup>abi?

sami: 'ana muhandis ziraa<sup>C</sup>ii fii wazaarat iz-ziraa<sup>C</sup>a.

<sup>C</sup>ali: wa zawjatak fuu ti/tayel?

sami: zawjatii maa ti/tayel. hiya rabbet beet.

<sup>C</sup>ali: fii maanillaah. 'a/uufak ba<sup>C</sup>deen in/alla.

sami: ma<sup>C</sup> is-salaama.

## II. TRANSLATION

## Where Are You Going?

Ali: Hi!

Sami: Hi! (lit. 'two hi's')

Ali: Where are you going?

Sami: I am going to the airport.

Ali: Where are you traveling?

Sami: I am traveling to Cairo.

Ali: When are you traveling?

Sami: In two hours.

Ali: On what plane are you traveling?

Sami: On the Middle East Plane.

Ali: Is your family with you?

Sami: No, my family is in Abu Dhabi.

Ali: How many children do you have?

Sami: I have one son and one daughter only.

Ali: What is the boy's name?

Sami: His name is 'Adel.

Ali: What is the girl's name?

Sami: Her name is Suaad.

Ali: What is your work in Abu Dhabi?

Sami: I am an agricultural engineer in the Ministry of Agriculture.

Ali: What does your wife work?

Sami: My wife doesn't work. She is a housewife.

Ali: Goodbye. See you later, God willing.

Sami: Goodbye.



## III. VOCABULARY

ween msaافر?	Where are you traveling?
مطار	airport (m.)
tisaافر	you (m.s.) travel
'al-qaahira	Cairo (f.)
mata?	when?
شركة	company (f.)
ziraa <sup>c</sup> ii	agricultural (m.)
wazaara	ministry (f.)
ziraa <sup>c</sup> a	agriculture (f.)
rabbet beet	a housekeeper (f.)
ba <sup>c</sup> deen	later; then

## IV. ADDITIONAL VOCABULARY

صحة	health (f.)
wazaarat is-صحة	Ministry of Health
wazaarat il-ma <sup>c</sup> aaref	Ministry of Education
wazaarat il-maaliyya	Ministry of Finance
batrool	petroleum
wazaarat il-batrool	Ministry of Petroleum
هذه	these (m. or f.)
thalatta <sup>c</sup> f	13
arba <sup>c</sup> ta <sup>c</sup> f	14
xamsta <sup>c</sup> f	15
sitta <sup>c</sup> f	16
saba <sup>c</sup> ta <sup>c</sup> f	17
thamanta <sup>c</sup> f	18
tisa <sup>c</sup> ta <sup>c</sup> f	19
mumkin	perhaps, maybe

hawaali	about, approximately
ba <sup>c</sup> iid ( <sup>c</sup> an)	far away (from)

## V. GRAMMAR

1. Verbs - Future Tense

Future time in ADA is expressed by rayeeh + the present tense of the verb. raayeh (m.) behaves syntactically like an adjective; it is inflected for gender and number. Examples:

huwa raayeh yisaafer.	'He is going to, will, travel.'
hiya raayeha tisaafar.	'She is going to, will, travel.'
hum raayehiin yisaafiruun.	'They (m.p.) are going to, will, travel.'
hin raayehin yisaaferin.	'They (f.p.) are going to, will, travel.'

2. Nouns - Plurals

There are three kinds of noun plurals in Arabic:

- Sound feminine plurals. (See UNIT 9, VI, 3)
- Sound masculine plurals. These are formed by adding -iin to the singular:

muhandis	muhandisiin	'engineers'
mu <sup>c</sup> allim	mu <sup>c</sup> allimiin	'teachers'
muwaḍḍaf	muwaḍḍafiin	'employees'

- Broken plurals. These are the most difficult since they do not conform to any rule. You have to learn these plurals as you encounter them. The broken plurals presented in this lesson are:

madrasa	madaares	'schools'
beet	bynut	'houses, homes'
darii/a	daraayef	'windows'

jaṇta	jinaṭ	'bags, suitcases'
sana	siniin	'years'
hijra	hijar	'rooms'
ṣadiiq	'aṣdiqa	'friends'

The following nouns take the sound feminine plural suffix -aat:

'uteel	'uteelaat	'hotels'
leet	leetaat	'lights'
maṭaar	maṭaaraat	'airports'

The following two nouns undergo a slight change:

mustaḥfa	mustaḥfayaat	'hotels'
sana	sanawaat	'years'

The two plural forms of sana 'year': siniin and sanawaat are used interchangeably.

3. haḍeel 'these' can be used with either masculine or feminine plural nouns:

haḍeel mu<sup>C</sup>allimiin. 'These are teachers (m.).'

haḍeel mu<sup>C</sup>allimaat. 'These are teachers (f.).'

4. (kull) yoom ba<sup>C</sup>d yoom is an idiomatic phrase. It means 'every other day.'

(kull) sana ba<sup>C</sup>d sana 'every other year'

(kull) saa<sup>C</sup>a ba<sup>C</sup>d saa<sup>C</sup>a 'every other hour'

## VI. DRILLS

### Drill 1 Chain

Substitute proper names for the ones in parentheses.

S<sub>1</sub>: fuu 'ismak? 'What's your name?'

S<sub>2</sub>: 'ismii (hanna). 'My name is (John).'

- S<sub>1</sub>: ween <sup>C</sup>aayiltak? 'Where is your family?'  
 S<sub>2</sub>: <sup>C</sup>aayilti fii (<sup>C</sup>amman). 'My family is in Amman.'

### Drill 2 Transformation

- waladah fi l-madrasa. —————→ <sup>C</sup>indah walad fi l-madrasa.  
 'His son is at school.' 'He has a son at school.'
- |                                      |                                    |
|--------------------------------------|------------------------------------|
| 1. bintah fi l-jaami <sup>C</sup> a. | 11. şadiiqah fi l-qaahira.         |
| 2. zawjatah fi l- <sup>C</sup> een.  | 12. kitaabah qadiim.               |
| 3. beetah fi l-balad.                | 13. fuluusah kaθiira.              |
| 4. 'awlaadah fi l-madrasa.           | 14. sikriteeratah şayiira.         |
| 5. hijratah kabiira.                 | 15. makiinatah qawiyya.            |
| 6. sayyaartah jadiida.               | 16. daftarah naθiif.               |
| 7. bintah jamiila.                   | 17. şadiiqatah mariiθa.            |
| 8. 'ummah kabiira.                   | 18. <sup>C</sup> aayiltah kabiira. |
| 9. 'axuuh tawiil.                    | 19. maratah jamiila.               |
| 10. 'uxtah qaşiira.                  | 20. saffah θaruuri.                |

### Drill 3 Translation

Example: T: How many books do you have?

P: kam kitaab <sup>C</sup>indak?

- How many books are on the table?
- How many pencils does he have?
- How many children do you have?
- How many days do you work?
- How many schools are there in Tucson?
- How many universities are there in Egypt?
- How many rooms are there in your house?
- How many hours do you work every day?
- How many dollars per hour does the university pay you?

10. How many assistants do you want?
11. How many cities are there in Abu Dhabi?
12. How many hospitals are there in this town?
13. How many hours do you learn (lit. 'take') Arabic every day?
14. How many dollars do you pay him per hour?
15. How many bags are there in the car?
16. How many planes are there in the airport?

#### Drill 4 Written Drill

Fill in the blanks.

1. mata saliim.....'ila bayruut? (yisaafer, 'asaafer, tisafer)
2. ....saff ḡaruuri. (hiya, huwa, 'inta)
3. .... mustaḡfa naḡiif. (haaḡi, haḡiitḡ, haaḡa)
4. <sup>C</sup>aaylat id-daxtoor fariid..... (ḡadiiḡa, ḡaruuriyya, ḡayiira)
5. 'ismah..... (maryam, al-mudiira, jum<sup>C</sup>a)
6. ....'inta msaafer 'ila 'amriika? (mata, <sup>C</sup>ala, ween)
7. ween laazem 'inta.....is-saa<sup>C</sup>a xamsa? (yakuun, nakuun, takuun)
8. ḡayaat haaḡa r-rajil..... (ḡadiima, sa<sup>C</sup>ba, naḡiif)
9. haaḡa huwa.....jum<sup>C</sup>a. ('as-sayyid, sa<sup>C</sup>iid, sayyid)
10. 'a/uufak.....l-qaahira. ('ila, fii, min)

#### Drill 5 Substitution

yifḡayel fi l-jaami<sup>C</sup>a. 'He works at the university.'

1. fi l-madrasa
2. fii wazaarat iz-ziraa<sup>C</sup>a
3. fii wazaarat il-batrool
4. ma<sup>C</sup> il-hukuuma
5. ma<sup>C</sup> if-ḡarika
6. ma<sup>C</sup> saalem
7. ma<sup>C</sup>ak

8. ma<sup>C</sup>aha
9. ma<sup>C</sup>ana
10. ma<sup>C</sup>ahum
11. 'is-saa<sup>C</sup>a sab<sup>C</sup>a
12. kull yoom is-saa<sup>C</sup>a θamaanya
13. kull yoom is-saa<sup>C</sup>a θamaanya s-ṣubḥ
14. kull yoom ba<sup>C</sup>d yoom
15. yoom il-jum<sup>C</sup>a bas

#### Drill 6 Variable Substitution

<sup>C</sup>indii ſuyul is-saa<sup>C</sup>a <sup>C</sup>aḥara. 'I have work at ten o'clock.'

- |                |                                       |
|----------------|---------------------------------------|
| 1. you (m.s.)  | 11. statement                         |
| 2. question    | 12. tomorrow                          |
| 3. xamsa       | 13. she                               |
| 4. you (f.s.)  | 14. maw <sup>C</sup> ed               |
| 5. statement   | 15. question with <u>mata</u>         |
| 6. negative    | 16. question with ' <u>ayya ḥazza</u> |
| 7. we          | 17. you (m.p.)                        |
| 8. eleven      | 18. we                                |
| 9. twelve      | 19. you (f.s.)                        |
| 10. you (m.p.) | 20. they (m.p.)                       |
|                | 21. they (f.p.)                       |
|                | 22. you (f.p.)                        |

#### Drill 7

Learn the following plurals:

<u>Sing.</u>	<u>Plural</u>	<u>Sing.</u>	<u>Plural</u>
muhandis	muhandisiin .	madrasa	madaares
mu <sup>C</sup> allim	mu <sup>C</sup> allimiin	mustaḥfa	mustaḥfayaat

<u>Sing.</u>	<u>Plural</u>	<u>Sing.</u>	<u>Plural</u>
muwaḍḍaf	muwaḍḍafiin	'uteel	'uteelaat
waṣex	waṣexiin	beet	byuut
jamiil	jamiiliin	baab	biibaan
qadiim	qadiimiin	darii/a	daraayef
ḍa <sup>C</sup> iif	ḍa <sup>C</sup> iifiin	janta	jinaṭ
naḍiif	naḍiifiin	leet	leetaat
kabiir	kabiiriin	sana	siniin/sanawaat
ḥijra	ḥijar	ṣadiiq	'aṣḍiqa
mataar	mataaraat		

#### Drill 8 Repetition

1. haaḍa muhandis. haḍeel muhandisiin.
2. haaḍa mu<sup>C</sup>allim. haḍeel mu<sup>C</sup>allimiin.
3. haaḍa muwaḍḍaf. haḍeel muwaḍḍafiin.
4. haaḍa waṣex. haḍeel waṣexiin.
5. haaḍa jamiil. haḍeel jamiiliin.
6. haaḍa qadiim. haḍeel qadiimiin.
7. haaḍa ḍa<sup>C</sup>iif. haḍeel ḍa<sup>C</sup>iifiin.
8. haaḍa naḍiif. haḍeel naḍiifiin.
9. haaḍa kabiir. haḍeel kabiiriin.
10. haaḍa ṣayīir. haḍeel ṣayīiriin.
11. haaḍi madrasa. haḍeel madaares.
12. haaḍi darii/a. haḍeel daraayef.
13. haaḍi janta. haḍeel jinaṭ.
14. haaḍi sana. haḍeel siniin (sanawaat).
15. haaḍi ḥijra. haḍeel ḥijar.

Drill 9 Question - Answer

S<sub>1</sub> asks the question: fuu haḍeel? 'What are these?'

S<sub>2</sub> answers: haḍeel\_\_\_\_\_. 'These are\_\_\_\_\_.'

Change groups at midpoint.

- |                          |                            |              |
|--------------------------|----------------------------|--------------|
| 1. muhandis              | 11. 'uteel                 | 21. ṣadiiq   |
| 2. mu <sup>C</sup> allim | 12. baab                   | 22. beet     |
| 3. muwaḍḍaf              | 13. jaami <sup>C</sup> a   | 23. madrasa  |
| 4. madrasa               | 14. mu <sup>C</sup> allima | 24. walad    |
| 5. darii/a               | 15. daxtoora               | 25. darii/a  |
| 6. janta                 | 16. wilaaya                | 26. janta    |
| 7. sana                  | 17. madrasa                | 27. sana     |
| 8. hijra                 | 18. ṣadiiqa                | 28. hijra    |
| 9. walad                 | 19. mataar                 | 29. 'uteel   |
| 10. beet                 | 20. leet                   | 30. musta/fa |

Drill 10 Transformation

Change to the plural:

- |  |   |
|--|---|
| 1. haaḍa walad ṣayīir.                   | 9. haaḍa walad zeen.                    |
| 2. haaḍa baab naḍiif.                    | 10. haaḍi mudiira ḍa <sup>C</sup> iifa. |
| 3. haaḍi hijra waṣexa.                   | 11. haaḍa musta/fa kabiir.              |
| 4. haaḍi daxtoora zeena.                 | 12. haaḍi zawja jamiila.                |
| 5. haaḍa muhandis qadiim.                | 13. haaḍi sana ṣa <sup>C</sup> ba.      |
| 6. haaḍa muwaḍḍaf kabiir.                | 14. haaḍa muwaḍḍaf ḍa <sup>C</sup> iif. |
| 7. haaḍi mu <sup>C</sup> allima jamiila. | 15. haaḍa raxiis.                       |
| 8. haaḍi muhandisa ṣayīira.              | 16. haaḍi raxiisa.                      |

Drill 11 Transformation

Change to the plural:

1. haaḍa l-walad ṣayīir.
2. haaḍa l-baab naḍiif.



3. haaði l-hijra waṣexa.
4. haaði d-daxtoora zeena.
5. haaða l-muhandis qadiim.
6. haaða l-muwaḍḍaf kabiir.
7. haaði l-mu<sup>C</sup>allima jamiila.
8. haaði l-muhandisa ṣayiira.
9. haaða l-walaḍ zeen.
10. haaði l-mudiira ḍa<sup>C</sup>iifa.
11. haaða l-mustaṣṣa kabiir.
12. haaði z-zawja jamiila.
13. haaði s-sana sa<sup>C</sup>ba.
14. haaði l-muwaḍḍafa ḍa<sup>C</sup>iifa.
15. haaði l-mu<sup>C</sup>allima sa<sup>C</sup>iida.

#### Drill 12 Transformation

T: ruuh halhiin. 'Go now.'

S: maa laazem 'aruuh halhiin! 'aruuh ba<sup>C</sup>deen.

'I don't have to go now. I go later.'

1. ruuh 'ila l-wazaara.
2. 'iṣṣab gahwa halhiin.
3. takallam <sup>C</sup>arabi halhiin.
4. 'aazen lii xams kyaasaat.
5. ṣuuf il-filem bukra.
6. ṣuufii il-waziir il-yoom.
7. ta<sup>C</sup>aal ma<sup>C</sup>ii 'ila s-suug.
8. 'idfa<sup>C</sup> xamsa doolar halhiin.
9. 'idfa<sup>C</sup> il-fuluus bukra.
10. tfaḍḍal iṣṣab tṣaay.

11. 'istrariih fi l-'uteel.
12. saa<sup>C</sup>ed bintak halhiin.
13. 'imfii ma<sup>C</sup>ii 'ila s-sinama.
14. 'iktibii 'ismitf bi l-<sup>C</sup>arabi halhiin.
15. fayyel is-sayyaara ba<sup>C</sup>d saa<sup>C</sup>a.
16. 'a<sup>C</sup>tii l-fuluus 'ila 'abuuk yoom il-jum<sup>C</sup>a.
17. 'ishab il-baab halhiin.
18. fattef <sup>C</sup>ala l-walaḍ is-ṣayyir halhiin.
19. banned id-dariifa ba<sup>C</sup>dnuṣṣ saa<sup>C</sup>a.
20. guul haaḍa l-kalaam marra ṯaanya.
21. naam fi l-mustaf fa halhiin.
22. 'ikil haaḍa l-laḥam.
23. 'ixiḍ haaḍa l-qalam.
24. 'iskin ma<sup>C</sup>axuuk halhiin.
25. saaferii 'ila f-farq il-'awsat halhiin.

### Drill 13 Question - Answer

T: kam <sup>C</sup>umrak? 13 years. 'How old are you? 13 years.'

S: <sup>C</sup>umrii ṯalattat<sup>C</sup>far sana.

- |             |              |               |
|-------------|--------------|---------------|
| 1. 14 years | 7. 20 years  | 13. 50 years  |
| 2. 15 years | 8. 11 years  | 14. 100 years |
| 3. 16 years | 9. 12 years  | 15. 25 years  |
| 4. 17 years | 10. 10 years | 16. 76 years  |
| 5. 18 years | 11. 7 years  | 17. 85 years  |
| 6. 19 years | 12. 30 years | 18. 14 years  |

### Drill 14 Variable Substitution

Base sentence: 'inta tisafer 'ila l-qaahira bukra.

- |   |              |              |
|---|--------------|--------------|
| 1. huwa                                 | 9. statement | 17. question |
| 2. ba <sup>C</sup> d saa <sup>C</sup> a | 10. negative | 18. 'ana     |

- |                         |                |                             |
|-------------------------|----------------|-----------------------------|
| 3. question             | 11. hinna      | 19. huwa                    |
| 4. hum                  | 12. 'al-'urdun | 20. 'intum                  |
| 5. bayruut              | 13. 'inti      | 21. suurya                  |
| 6. halhiin              | 14. statement  | 22. 'al- <sup>C</sup> iraaq |
| 7. ba <sup>C</sup> deen | 15. 'intum     | 23. statement               |
| 8. 'intin               | 16. hin        | 24. 'intin                  |

### Drill 15 Variable Substitution

Base sentence: 'ana 'ahibb il-gahwa. 'I like coffee.'

- |                        |                         |
|------------------------|-------------------------|
| 1. 'inta               | 12. 'ir-rajil           |
| 2. question            | 13. 'ir-rajil it-ṭawiil |
| 3. 'il-bint            | 14. 'il-muhandis        |
| 4. 'il-bint il-jamiila | 15. hum                 |
| 5. 'il-mara            | 16. 'il-biira           |
| 6. 'il-mara l-kabiira  | 17. 'it-tuffaah         |
| 7. 'intum              | 18. hiya                |
| 8. statement           | 19. 'abuuha             |
| 9. 'it-t/aay           | 20. huwa                |
| 10. 'inti              | 21. hum                 |
| 11. 'intin             | 22. hin                 |

### Drill 16 Aural comprehension

a) Listen to the following passage and then say whether the statements are true or false. If the statement is true, say sahiih 'true'; if it is wrong, say muḥ sahiih 'not true' and then correct it by giving the correct answer.

wilyam ṣadiiqii. wilyam <sup>C</sup>umrah waahed wa ṭalaaṭhiin sana. huwa yaruuh 'ila 'abu ṣabi ba<sup>C</sup>d ṭalattā<sup>C</sup>ṣar yoom. huwa raayeh yiṣṭayel ma<sup>C</sup> ṣarikat batrool hunaak. raayeh yisaafer bi

t-tayyaara. 'abu ḡabi ba<sup>C</sup>iida kaḡiir <sup>C</sup>an tuusaan. hiya ba<sup>C</sup>iida hawaali ḡamanta<sup>C</sup>far saa<sup>C</sup>a bi t-tayyaara: min hini 'ila landan ḡamaan saa<sup>C</sup>aat wa min landan 'ila bayruut kamaan hawaali ḡamaan saa<sup>C</sup>aat. min bayruut 'ila 'abu ḡabi hawaali saa<sup>C</sup>ateen bas. wilyam yitkallam <sup>C</sup>arabi zeen. huwa raayeh yiftayel fii 'abu ḡabi sanateen infaalla wa ba<sup>C</sup>deen mumkin yirja<sup>C</sup> 'ila tuusaan.

True and False Statements

1. 'ism sadiqii wilyam.
  2. <sup>C</sup>umr wilyam waahed wa <sup>C</sup>i/riin sana.
  3. wilyam yajii 'ila tuusaan ba<sup>C</sup>d ḡalatta<sup>C</sup>far yoom.
  4. wilyam raayeh yaruuh 'ila landan li'an huwa yariid yiftayel hunaak.
  5. wilyam raayeh yiftayel ma<sup>C</sup> farika fii bayruut.
  6. wilyam raayeh yisaafer bi t-tayyaara.
  7. 'abu ḡabi ba<sup>C</sup>iida <sup>C</sup>an bayruut hawaali xamasta<sup>C</sup>far saa<sup>C</sup>a.
  8. landan ba<sup>C</sup>iida <sup>C</sup>an bayruut hawaali ḡamaan saa<sup>C</sup>aat bi t-tayyaara.
  9. 'abu ḡabi ba<sup>C</sup>iida <sup>C</sup>an bayruut hawaali saa<sup>C</sup>ateen bi s-sayyaara.
  10. wilyam raayeh yitkallam <sup>C</sup>arabi zeen.
  11. wilyam yirja<sup>C</sup> min 'abu ḡabi ba<sup>C</sup>d sanateen.
- b) Ask questions to which the following are the answers:
- |   |   |
|---|---|
| 1. wilyam   | 7. ḡamanta <sup>C</sup> far saa <sup>C</sup> a bi t-tayyaara. |
| 2. waahed wa ḡalaaḡiin sana.                        | 8. ḡamaan saa <sup>C</sup> aat.                               |
| 3. ba <sup>C</sup> d ḡalatta <sup>C</sup> far yoom. | 9. saa <sup>C</sup> ateen bas.                                |
| 4. raayeh yiftayel.                                 | 10. zeen.   |
| 5. ma <sup>C</sup> farikat batrool.                 | 11. sanateen.   |
| 6. bi t-tayyaara.                                   | 12. mumkin yirja <sup>C</sup> 'ila tuusaan.                   |

Drill 17    Reproduction

Reproduce the passage in Drill 16 with the help of the following key words:

wilyam - şadiiq.    <sup>C</sup>umr - sana.    yaruuh - yoom.    yiftayel - farika.  
 bi t-tayyaara - 'abu ḡabi - tuuṣaan.    ḡawaali - <sup>C</sup>iṣriin saa<sup>C</sup>a.  
 landan - 8 saa<sup>C</sup>aat.    bayruut - kamaan.    'abu ḡabi - 2 hours - bas.  
<sup>C</sup>arabi zeen.    yiftayel - 2 years.    yirja<sup>C</sup> - 'inṣaalla.

## UNIT 14

## I. DIALOG

'al-luya l-<sup>C</sup>arabiyya

- 'ibraahiim: marhaba!
- hanna: marhabateen.
- 'ibraahiim: ween 'inta raayeh?
- hanna: 'ana raayeh 'ila 'abu ḡabi.
- 'ibraahiim: ween mawjuuda 'abu ḡabi?
- hanna: 'abu ḡabi 'imaara <sup>C</sup>ala l-xaliij il-<sup>C</sup>arabi.
- 'ibraahiim: fuu raayeh ti<sup>C</sup>mal hunaak?
- hanna: raayeh 'aṣṭayel ma<sup>C</sup> il-hukuuma.
- 'ibraahiim: fii 'ayya wazaara?
- hanna: fii wazaarat il-batrool.
- 'ibraahiim: hal 'abu ḡabi ba<sup>C</sup>iida kaḡiir <sup>C</sup>an qatar?
- hanna: laa. 'abu ḡabi qaariiba min qatar. saa<sup>C</sup>a w rub<sup>C</sup>  
b it-tayyaara bas.
- 'ibraahiim: mata tirja<sup>C</sup> min hunaak?
- hanna: 'arja<sup>C</sup> lamma 'axalles fuylili, 'in/alla.
- 'ibraahiim: 'inta ta<sup>C</sup>ref titkallam <sup>C</sup>arabi zeen, muṣ saḡiih?
- hanna: haaḡi muṣkila sa<sup>C</sup>ba. raayeh 'aṣṭayel ma<sup>C</sup>  
muwaḡḡafiin <sup>C</sup>arab kull il-waqt, walaaken maa  
'atkallam <sup>C</sup>arabi zeen. 'ana halḡiin 'adrus <sup>C</sup>arabi.  
il-<sup>C</sup>arabi luya sa<sup>C</sup>ba, muṣ saḡiih?
- 'ibraahiim: laa yaa seex. muṣ sa<sup>C</sup>ba kaḡiir.

## II. TRANSLATION

## The Arabic Language

Ibrahim: Hi!

John: Hi. (two hi's)

Ibrahim: Where are you going?

John: I am going to Abu Dhabi.

Ibrahim: Where is Abu Dhabi situated? (Where is Abu Dhabi?)

John: Abu Dhabi is a Sheikhdum on the Arabian Gulf.

Ibrahim: What are you going to do there?

John: I am going to work for the government.

Ibrahim: In which ministry?

John: In the Ministry of Petroleum.

Ibrahim: Is Abu Dhabi far away from Qatar?

John: No, Abu Dhabi is near Qatar. It is only one hour and a quarter by plane.

Ibrahim: When do you come back from there?

John: I will come back when (as soon as) I finish my work.

Ibrahim: You know how to speak Arabic well, don't you?

John: This is a difficult problem. I am going to be working with Arab employees all the time, but I don't speak Arabic well. I am now studying Arabic. Arabic is a difficult language, isn't it?

Ibrahim: No, it's not very difficult.

## III. VOCABULARY

'imaara	emirate, sheikhdom (f.)
'al-xaliij il- <sup>C</sup> arabi	the Arabian Gulf (m.)
ti <sup>C</sup> mal	you (m.s.) make; you do
tirja <sup>C</sup>	you (m.s.) come back
lamma, mata	when, as soon as
'axalles	I finish, complete
ta <sup>C</sup> ref	you (m.s.) know
mu/kila	problem (f.)
waqt	time (m.)
'adrus	I study
luya	language (f.)

## IV ADDITIONAL VOCABULARY

/iil	(imp.) lift, raise
nazzel	(imp.) lower down
hutt	(imp.) put, place
binaaya	building (f.)
qariib (min)	close (to), next (to)
tahraan	Teheran (f.)
dima/q	Damascus (f.)
tuunis	Tunisia (f.)
liibya	Libya (f.)
maseer	Egypt (f.)
'al-marreb	Morocco (f.)
'al-jazaa'ir	Algeria



## V. GRAMMAR

1. The phrase muf ṣahiiḥ? (lit. 'Isn't it true?') is added to a statement in ADA to signal a tail-question:

huwa hini, muf ṣahiiḥ? 'He is here, isn't he?'

This phrase is invariable regardless of whether the statement is positive or negative, singular or plural:

huwa muf hini, muf ṣahiiḥ? 'He's not here, is he?'

hum muf hini, muf ṣahiiḥ? 'They aren't here, are they?'

hiya taruuh kull yoom 'ila l-madras, muf ṣahiiḥ?

'She goes to school every day, doesn't she?'

2. mata 'when?' can also be used as a conjunction. lamma 'when' is used only as a conjunction. As conjunctions mata and lamma are used interchangeably in Abu Dhabi Arabic:

'ana 'arja<sup>C</sup> mata 'axalles fuylīi.

'ana 'arja<sup>C</sup> lamma 'axalles fuylīi.

'I will go back when I finish my work.'

3. The phrase laa yaa feex! is used on two occasions in the speech of Abu Dhabians:

- a. to express surprise and astonishment.
- b. to express disapproval. In this sense you are telling the speaker that the statement he has made is not true.

The speaker may or may not know that the statement is true.

## VI. DRILLS

Drill 1 Transformation

Change to the dual:

- |            |          |            |
|------------|----------|------------|
| 1. hayaa   | 3. 'axuu | 5. zawja   |
| 2. marḥaba | 4. 'uxt  | 6. wazaara |

- |                         |                           |              |
|-------------------------|---------------------------|--------------|
| 7. sadiiq               | 15. 'axuu                 | 23. janta    |
| 8. jaami <sup>C</sup> a | 16. musaa <sup>C</sup> ed | 24. sayvaara |
| 9. bint                 | 17. xamsa                 | 25. walad    |
| 10. 'umm                | 18. miya                  | 26. maktab   |
| 11. balad               | 19. hukuuma               | 27. tayyaara |
| 12. sana                | 20. mataar                | 28. baab     |
| 13. saff                | 21. farika                | 29. zawja    |
| 14. mara                | 22. 'uteel                | 30. makiina  |

### Drill 2 Transformation

'inta ta<sup>C</sup>ref titkallam <sup>C</sup>arabi bas. 'You (m.s.) know how to speak Arabic only.'

- |           |           |            |
|-----------|-----------|------------|
| 1. huwa   | 8. 'inti  | 15. 'inti  |
| 2. hiya   | 9. 'intin | 16. 'intum |
| 3. 'ana   | 10. hiya  | 17. 'ana   |
| 4. hinna  | 11. 'inta | 18. huwa   |
| 5. hum    | 12. nihna | 19. hiya   |
| 6. 'intum | 13. hin   | 20. hum    |
| 7. 'inta  | 14. hum   | 21. 'intum |

### Drill 3 Transformation

Change the underlined words according to the pronoun given:

mata yixalles fuylah? 'When does he finish his work?'

- |           |            |            |
|-----------|------------|------------|
| 1. huwa   | 8. hin     | 15. hiya   |
| 2. 'ana   | 9. 'intum  | 16. huwa   |
| 3. hiya   | 10. 'inti  | 17. hum    |
| 4. hinna  | 11. huwa   | 18. hin    |
| 5. 'inta  | 12. hum    | 19. 'ana   |
| 6. 'intum | 13. 'inti  | 20. 'intin |
| 7. hum    | 14. 'intum | 21. hum    |

Drill 4 Variable Substitution

Base sentence: 'ana 'a<sup>C</sup>ref haaði l-mu/kila.

'I know this problem.'

- |                |                 |                 |
|----------------|-----------------|-----------------|
| 1. huwa        | 11. 'af-/arika  | 21. 'inti       |
| 2. question    | 12. 'al-wazaara | 22. 'intum      |
| 3. 'al-mara    | 13. 'al-balað   | 23. hinna       |
| 4. 'al-luya    | 14. 'al-kalaam  | 24. 'al-mu/kila |
| 5. 'al-'imaara | 15. statement   | 25. 'al-mataar  |
| 6. hum         | 16. 'ana        | 26. 'al-mara    |
| 7. 'al-walad   | 17. 'inta       | 27. 'ar-rajil   |
| 8. 'intin      | 18. negative    | 28. wazaara     |
| 9. statement   | 19. huwa        | 29. statement   |
| 10. negative   | 20. hin         | 30. question    |

Drill 5 Addition

Add tail questions to the following sentences:

Example: T: hin yaruuhin hunaak. 'They (f.p.) go there.'

S: hin yaruuhin hunaak, mu/ sahiih?

'They go there, don't they?'

- |   |   |
|---|---|
| 1. huwa raayeh 'ila bayruut il-yoom,                                    | ? |
| 2. haðaak mataar kabiir,  | ? |
| 3. haðiit/ bint jamiila,  | ? |
| 4. hinna nirja <sup>C</sup> min al-qaahira ba <sup>C</sup> d ið-ðuhr,   | ? |
| 5. 'inta tixalles /uylak il-masa,                                       | ? |
| 6. bayruut mu/ ba <sup>C</sup> iida <sup>C</sup> an <sup>C</sup> amman, | ? |
| 7. 'il-maktab qariib min il-wazaara,                                    | ? |
| 8. 'il-'ingliizi luya sa <sup>C</sup> ba,                               | ? |

9. 'il-<sup>C</sup>arabi luya sa<sup>C</sup>ba, ?
10. hinna raayehiin niftayel hunaak, ?
11. 'inta maa taakil fi l-mat<sup>C</sup>am, ?
12. hum yinaamuun fi l-'uteel, ?
13. haḍaak muwaḍḍaf jadiid, ?
14. hum maa yiftayeluun ma<sup>C</sup> il-ḥukuuma, ?
15. hiya tadrus <sup>C</sup>arabi, ?
16. hin yiḥibbin yaruuhin hunaak, ?
17. 'intin laazem takuunin ma<sup>C</sup> ir-ra'iis, ?

#### Drill 6 Completion

Complete the following sentences using lamma or mata 'when':

1. 'aruuh 'ila 'abu ḍabi mata .....
2. 'arja<sup>C</sup> min bayruut lamma .....
3. a<sup>C</sup>ref 'atkallam <sup>C</sup>arabi zeen lamma .....
4. yixallisuun fuylahum lamma .....
5. yadrusuun <sup>C</sup>arabi lamma .....
6. hiya tisaaffer 'ila 'abu ḍabi mata .....
7. hinna naruuh 'ila s-suug lamma .....
8. niḥna niktib 'ismana b il-<sup>C</sup>arabi lamma ...
9. hum yista<sup>C</sup>miluun sayyaarat il-maktab lamma
10. 'ana 'abanned il-baab lamma .....
11. hin yinaamin fi l-'uteel lamma .....
12. 'intin taakilin fi l-mat<sup>C</sup>am lamma .....

#### Drill 7 Transformation

Change to the plural:

1. 'ana 'a/uuf il-muhandis ḵull yoom.
2. huwa yiftayel ma<sup>C</sup> il-mu<sup>C</sup>allim.

3. 'inti tadrusiin fi l-madrasa.
4. 'ana 'abanned il-baab.
5. haaða muwaððaf il-hukuuma.
6. haaði sana tawiila.
7. haaða walad naðiif.
8. haaði mu<sup>C</sup>allima qaşiira.
9. haaði hijra waşexa.
10. haaða walad şayiir.
11. maa laazem 'aruuh halhiin. 'aruuh ba<sup>C</sup>deen.
12. huwa ya/uuf il-filem bukra.
13. huwa yaskin ma<sup>C</sup> 'axuuh ba<sup>C</sup>d xamsta<sup>C</sup>far yoom.
14. 'ana 'aftah id-darii/a.
15. haaða mustaffa.
16. hiya mumkin tisafer ba<sup>C</sup>d hawaali 0alatṭa<sup>C</sup>far yoom.

#### Drill 8 Aural Comprehension

The following passage will be read twice. Listen carefully, and then give complete answers to the questions below.

şadiiqü 'ismah ḥasan. <sup>C</sup>umrah 0alaa0a w <sup>C</sup>i/riin sana.  
 huwa halhiin fi 'abu 0abi. huwa yajii min hunaak 'ila 'amriika  
 ba<sup>C</sup>d tisa<sup>C</sup>ṭa<sup>C</sup>far yoom. raayeh yajii bi ṭ-ṭayyaara min 'abu  
 0abi. 'abu 0abi ba<sup>C</sup>iida ka0iir <sup>C</sup>an 'amriika. 'abu 0abi ba<sup>C</sup>iida  
<sup>C</sup>an 'amriika ḥawaali <sup>C</sup>i/riin saa<sup>C</sup>a bi ṭ-ṭayyaara: min 'abu  
 0abi 'ila bayruut ḥawaali 'arba<sup>C</sup> saa<sup>C</sup>aat, wa min bayruut 'ila  
 landan ḥawaali 0amaan saa<sup>C</sup>aat, wa min landan 'ila 'amriika  
 ḥawaali 0amaan saa<sup>C</sup>aat kamaan. min 'abu 0abi 'ila bayruut ḥasan  
 raayeh yisafer <sup>C</sup>ala ṭayyaarat i/-farq il-'awsaṭ, wa min bayruut  
 'ila landan <sup>C</sup>ala ṭayyaara 'amrikaaniyya, wa min landan 'ila

'amriika <sup>C</sup>ala tayyaara 'amrikaaniyya kamaan. hasan raayeh yadrus ziraa<sup>C</sup>a fii jaami<sup>C</sup>at 'arizoonaa fii tuusaan. huwa raayeh yihibb tuusaan kaθiir li'an it-taqs fiiha haarr wa haaf fi s-seef wa zeen wa mu/ baared kaθiir fi f-fita.

1. hal <sup>C</sup>indii şadiiq? fuu 'ismah?
2. kam <sup>C</sup>umr şadiiqii hasan?
3. ween hasan halhiin?
4. ween hasan raayeh yajii 'ila 'amriika?
5. keef hasan raayeh yajii 'ila 'amriika?
6. hal 'abu şabi ba<sup>C</sup>iida kaθiir <sup>C</sup>an 'amriika?
7. kam saa<sup>C</sup>a bi t-tayyaara min 'abu şabi 'ila 'amriika?
8. kam saa<sup>C</sup>a min 'abu şabi 'ila bayruut?
9. kam saa<sup>C</sup>a min 'abu şabi 'ila landan?
10. kam saa<sup>C</sup>a min landan 'ila 'amriika?
11. <sup>C</sup>ala 'ayya tayyaara hasan raayeh yisaafer 'ila bayruut?
12. hal hasan raayeh yisaafer min landan 'ila 'amriika <sup>C</sup>ala tayyaarat if-farq il-'awsat?
13. fuu hasan raayeh yadrus? ween?
14. leef hasan yihibb tuusaan kaθiir?
15. keef it-taqs fii tuusaan fi s-seef?
16. hal it-taqs fii tuusaan fi f-fita baared kaθiir?

#### Drill 9    Reproduction

Reproduce orally the passage you've just listened to in

Drill 8 with the help of the following key words:

Hasan - şadiiq. 22 years. abu şabi - halhiin yajii - ba<sup>C</sup>d 18 yoom. bi-t-tayyaara. 'abu şabi ba<sup>C</sup>iida kaθiir <sup>C</sup>an. arba<sup>C</sup> saa<sup>C</sup>aat. θamaan saa<sup>C</sup>aat. if-farq il-awsat. 'amrikaaniyya. yidrus ziraa<sup>C</sup>a - tuusaan. raayeh yihibb - it-taqs.

Drill 10 Double Substitution

- a. tuusaan qariiba min fiinix. 'Tucson is close to Phoenix.'
- |                         |                          |
|-------------------------|--------------------------|
| labnaan                 | suurya                   |
| 'al-'urdun              | suurya                   |
| 'abu ḡabi               | dubayy                   |
| 'al-maktab              | 'al-jaami <sup>C</sup> a |
| 'al-mataar              | 'al-balad                |
| 'al-beet                | 'al-madrassa             |
| 'al-mustaffa            | 'al-jaami <sup>C</sup> a |
| 'al-'uteel              | 'as-suug                 |
| 'al- <sup>C</sup> iraaq | 'iiraan                  |
- b. baydaad ba<sup>C</sup>iida <sup>C</sup>an il-qaahira. 'Baghdad is far away from (f.) Cairo.'
- |                     |                          |
|---------------------|--------------------------|
| bayruut             | 'al-qaahira              |
| <sup>C</sup> ammaan | tahraan                  |
| dimaḡ               | tuunis                   |
| liibya              | maṣer                    |
| 'al-maktab          | 'al-mustaffa             |
| 'al-mataar          | 'al-balad                |
| 'al-madrassa        | 'al-beet                 |
| 'al-mustaffa        | 'al-jaami <sup>C</sup> a |
| baydaad             | 'al-quḡs                 |
| 'al-mayreb          | 'al-jazaa'ir             |

Drill 11 Chain

Group A repeats the command; Group B makes the response.

Change groups at midpoint.

Example: T: ḡiil il-baab. 'Lift (raise) the door.'

S: maa 'agdar 'aḡiil il-baab. 'I can't lift the door.'

1. ḡiil il-baab.

2. fiil it-tamaat.
3. nazzel il-kursii.
4. ruuh 'ila l-binaaya.
5. huṭṭ il-kitaab <sup>C</sup>ala t-teebel.
6. 'i<sup>C</sup>mal fuylak.
7. 'irja<sup>C</sup> 'ila l-binaaya.
8. 'irja<sup>C</sup> 'ila maktab il-bariid.
9. 'udrus <sup>C</sup>arabi.
10. 'udrus 'ingliizi.
11. 'udrus ziraa<sup>C</sup>a.
12. 'udrus haaḍi l-luya.
13. xalles fuylak.
14. saafer 'ila baydaad.
15. 'imfii 'ila s-suug.
16. 'iktib 'ismak bi l-<sup>C</sup>arabi.
17. banned il-makiina.
18. fiil il-janta.
19. xalles haaḍa f-fuyl.
20. 'i<sup>C</sup>ref il-mufkila.
21. 'iftayelii ma<sup>C</sup> haaḍi f-farika.
22. 'i<sup>C</sup>malii fuylitf bukra.
23. ruuhii 'ila wazaarat il-ma<sup>C</sup>aaref ba<sup>C</sup>deen.
24. fufii waziir il-maaliyya ba<sup>C</sup>d bukra.

#### Drill 12 Completion

Complete this question when the teacher gives the words:

hal tigdar .....?

Use substitutions from Drill 11 above.



Drill 13 Repetition

Negative commands:

1. laa tafiil il-baab.
2. laa tafiil it-tamaat.
3. laa tinazzel il-kursii.
4. laa taruuh 'ila l-binaaya.
5. laa tahutt il-kitaab <sup>C</sup>ala t-teebel.
6. laa ti<sup>C</sup>mal haaða l-<sup>C</sup>amal.
7. laa tirja<sup>C</sup> 'ila l-wazaara.
8. laa tirja<sup>C</sup> 'ila maktab il-bariid.
9. laa tadrus 'ingliizi.
10. laa ti/tayel fi l-leel.
11. laa tifattef <sup>C</sup>ala 'axuuya li'an huwa <sup>C</sup>ind ir-ra'iis.
12. laa ta<sup>C</sup>tii sayyaaratit/ 'ilhin.
13. laa taskinii fii haaða l-beet.

Drill 14 Transformation

When you hear the command, change it to the negative.

Example: ruuh hunaak. 'Go there.'

laa taruuh hunaak. 'Don't go there.'

- |   |   |
|---|---|
| 1. fiil il-makiina.                                       | 11. 'i/tayel fi l-leel.                       |
| 2. fiil it-tamaat.  | 12. xalles haaða /-fuul.                      |
| 3. nazzel il-kursii.                                      | 13. fiil il-janta.                            |
| 4. ruuh 'ila l-binaaya.                                   | 14. saafer il-yoom ba <sup>C</sup> d ið-ðuhr. |
| 5. hut il-qalam <sup>C</sup> ala t-teebel.                | 15. 'udrus <sup>C</sup> arabi kull yoom.      |
| 6. i <sup>C</sup> mal gahwa halhiin.                      | 16. fayyelii s-sayyaara.                      |
| 7. 'irja <sup>C</sup> 'ila l-wazaara.                     | 17. 'ista <sup>C</sup> melii l-makiina.       |
| 8. ta <sup>C</sup> aal ma <sup>C</sup> ii 'ila l-binaaya. | 18. guulii "maa <sup>C</sup> indii."          |
| 9. 'irja <sup>C</sup> 'ila maktab il-bariid.              | 19. guulii "keef is-sihha."                   |
| 10. 'udrus 'ingliizi.                                     | 20. 'iktibii "mumkin 'aruuh?"                 |

Drill 15

a. Use the words you hear to complete this sentence:

hal yigdar .....? 'Can he .....?'

- |   |   |
|---|---|
| 1. yi/iil il-makiina.                           | 7. yidrus <sup>C</sup> arabi.               |
| 2. yinazzel il-kursii.                          | 8. yinazzel il-kursii.                      |
| 3. yahutt il-kitaab <sup>C</sup> ala t-teebeel. | 9. yiftayel fi l-leel.                      |
| 4. yi <sup>C</sup> mal gahwa halhiin.           | 10. yixalles <sup>C</sup> uylah.            |
| 5. yirja <sup>C</sup> 'ila l-binaaya.           | 11. yisaafer 'ila baydaad.                  |
| 6. yirja <sup>C</sup> 'ila l-wazaara.           | 12. yiktib 'ismah bi l- <sup>C</sup> arabi. |

b. Use the words you hear to complete this sentence:

hal tigdar .....? 'Can she (you, m.s.).....?'

- |  |  |
|--|--|
| 1. tidrus 'is-banyooli.                | 6. ta/iil il-janta.                          |
| 2. tidrus haa <i>ḍ</i> i l-luya.       | 7. tinazzel il-kursi.                        |
| 3. ti/iil il-baab.                     | 8. tahutt il-kursi fi s- <sup>C</sup> saff.  |
| 4. ta <sup>C</sup> ref 'ism ir-ra'iis. | 9. ti <sup>C</sup> mal t/aay halhiin.        |
| 5. tixalles <sup>C</sup> uylak.        | 10. tajii bukra 'ila l-jaami <sup>C</sup> a. |

Drill 16 Question - Answer

When you hear the question, answer: laa. maa yigdaruun...

'No, they can't ...'

Example: hal yigdaruun yaruhuun hunaak? 'Can they (m.p.)  
go there?'

laa. maa yigdaruun yaruhuun hunaak. 'No, they  
can't go there.'

1. hal yigdaruun ya/iiluun il-janta?
2. hal yigdaruun yinazzeluun il-makiina?
3. hal yigdaruun yahuttuun is-sayyaara fi l-garaaj?
4. hal yigdaruun yi<sup>C</sup>maluun <sup>C</sup>uylahum fii nuss saa<sup>C</sup>a?
5. hal yigdaruun yirja<sup>C</sup>uun 'ila jaami<sup>C</sup>at 'arizoona?

6. hal yigdaruun ya<sup>r</sup>rusuun <sup>C</sup>arabi kull yoom?
7. hal yigdaruun yixallesuun if-fuyul il-yoom?
8. hal yigdaruun yisaafiruun halhiin?
9. hal yigdaruun yahuttuun is-sayyaara hunaak?
10. hal yigdaruun yi<sup>C</sup>maluun gahwa bukra?
11. hal yigdaruun yisaa<sup>C</sup>iduun zawijtii?
12. hal yigdaruun yakuunuun hini 'is-saa<sup>C</sup>a θinteen?
13. hal yigdaruun yamfuun 'ila wazaarat il-ma<sup>C</sup>aaref?
14. hal yigdaruun ya<sup>f</sup>uufuun il-musaa<sup>C</sup>ed bukra?

#### Drill 17 Completion

a. Complete the following statements when you hear the words: 'ana laazem .... 'I have to, must, should ....'

1. 'afiil il-baab.
2. 'anazzel il-makiina.
3. 'ahut<sup>t</sup> sayyaaratii fi l-garaaj.
4. 'a<sup>C</sup>mal gahwa s-subh.
5. 'axalles fuylii gabil is-saa<sup>C</sup>a <sup>C</sup>a<sup>f</sup>ara.
6. 'adrus <sup>C</sup>arabi kull yoom.
7. 'asaafer 'ila l-gaahira bukra l-masa.
8. 'a<sup>C</sup>ret 'ism haḍaak ir-rajil.
9. 'aktib 'ismaha bi l-<sup>C</sup>arabi.
10. 'arja<sup>C</sup> 'ila l-madrassa ba<sup>C</sup>deen.
11. 'aruuh 'ila maktab il-bariid.
12. 'asaa<sup>C</sup>ed ir-ra'iis.

b. When you hear the command, answer according to the example:

Example: T: banned il-baab. 'Shut the door.'

S: hinna maa laazem nibanned il-baab.

'We don't have to shut the door.'

1. fiil il-makiina.
2. nazzel il-kursii.
3. hut<sub>t</sub> ir-radyoo fi l-beet.
4. 'i<sup>C</sup>mal haa<sub>ḡ</sub>a f-fuyul.
5. xalles fuy<sub>l</sub>ak ba<sup>C</sup>d saa<sup>C</sup>a w rub<sup>C</sup>.
6. xalles fuy<sub>l</sub>ak wa ta<sup>C</sup>aal <sup>C</sup>indii.
7. 'i<sup>C</sup>ref 'ism ha<sub>ḡ</sub>aak ir-ra'iis.
8. 'iktib 'ismak bi l-<sup>C</sup>arabi.
9. 'irja<sup>C</sup> 'ila wazaarat il-ma<sup>C</sup>aaref.
10. ta<sup>C</sup>aal ma<sup>C</sup>ii 'ila wazaarat il-maaliyya.
11. 'iftah id-daraaye<sub>f</sub>.
12. bannedii l-biibaan.

Drill 18 Translation

1. I have to finish my work, because it's five o'clock now.
2. They have to put a new battery in the old car.
3. He should write his name in Arabic.
4. We should go back to the Ministry of Health because our work is there.
5. She has to come with me, because she doesn't know the president.
6. You (m.s.) should go because the weather is fine in the winter.
7. You (f.s.) don't have to work because today is Sunday.
8. You (m.p.) should put the chair in the office because the minister is coming.
9. He should go to al-'Ein now because there is a lot of work there in the summer.

10. I have to sleep in this cool room because the weather is hot now.
11. You (f.p.) have to live here for sixteen days.
12. They (f.p.) should take these boys to school.
13. The hospitals and the schools in this town belong to the government.

## UNIT 15

## REVIEW

Drill 1 Review

You will hear a question and then a word. Answer the question in the negative, and then give another answer using the word.

Example: hal fii şaff yoom il-'iθneen? 'al-xamiis

'Is there a class on Monday? 'Thursday'

laa. maa fii şaff yoom il-iθneen. fii şaff  
yoom il-xamiis.

'No, there isn't a class on Monday. There is a  
class on Thursday.'

- |   |   |
|---|---|
| 1. hal fii şaff yoom is-sabt?                               | 'il-arba <sup>C</sup> a                   |
| 2. hal fii gahwa 'is-saa <sup>C</sup> a sab <sup>C</sup> a? | 'is-saa <sup>C</sup> a <sup>C</sup> a/ara |
| 3. hal fii /uɣul il-yoom?                                   | bukra                                     |
| 4. hal fii daxtoor fi l-madrasa?                            | fi l-mustaffa                             |
| 5. hal fii mayy hini?                                       | hunaak                                    |
| 6. hal fii burtaqaal fi l-mat <sup>C</sup> am?              | fi s-suug                                 |
| 7. hal fii <sup>C</sup> amal il-yoom is-şubḥ?               | bukra s-şubḥ                              |
| 8. hal fii şaff yoom il-'aḥad?                              | 'il-jum <sup>C</sup> a                    |
| 9. hal fii şaff yoom iθ-θalaaθa?                            | 'is-sabt                                  |
| 10. hal fii şaff <sup>C</sup> arabi l-yoom?                 | 'ingliizi                                 |
| 11. hal fii kursii fii haaḍi l-ḥijra?                       | teebeel                                   |
| 12. hal fii şaff ba <sup>C</sup> d iḍ-ḍuhr?                 | fi l-leel                                 |
| 13. hal fii maṭaar kabiir fii 'abu ḍabi?                    | bayruut                                   |
| 14. hal fii gahwa 'amrikaaniyya fi l-'uteel?                | gahwa <sup>C</sup> arabiyya               |
| 15. hal fii qalam <sup>C</sup> ala t-teebeel?               | daftar                                    |
| 16. hal fii 'awlaad fi l-madrasa?                           | banaat                                    |

- |                                 |           |
|---------------------------------|-----------|
| 17. hal fii haliib fi f-saay?   | fakar     |
| 18. hal fii darii/a fi l-hijra? | baah      |
| 19. hal fii tuffaah fi s-suug?  | fi l-beet |
| 20. hal fii jibin fi l-beet?    | fi s-suug |

New word: banaat '(pl. of bint) girls'

Drill 2 Review

1. hal 'inta muhandis?
2. hal 'inta mitzawwej?
3. kam walad <sup>C</sup>indak? kam walad wa kam bint?
4. hal il-'awlaad yaruuhuun 'ila l-madrasa?
5. hal hum yaruuhuun 'ila l-madrasa kull yoom?
6. min ween 'inta?
7. hal 'inta 'amrikaani 'aw <sup>C</sup>arabi?
8. min ween zawijtak?
9. hal hiya 'amrikaaniyya 'aw <sup>C</sup>arabiyya?
10. kam <sup>C</sup>umraha? kam <sup>C</sup>urak? kam <sup>C</sup>umr il-'awlaad? 'il-'awlaad  
kam <sup>C</sup>umraham?
11. kam is-saa<sup>C</sup>a halhiin?
12. kam is-saa<sup>C</sup>a tajii 'ila f-fuyul kull yoom?
13. fuu fuylak? ween tiftayel?
14. fuu l-yoom? fuu bukra? hal il-yoom il-xamiis?
15. kam saa<sup>C</sup>a tiftayel fi l-yoom?
16. kam saa<sup>C</sup>a tadrus <sup>C</sup>arabi kull yoom?
17. hal 'inta tadrus 'ingliizi?
18. kam it-tamaat il-yoom? hal haaða yaali?
19. kam il-mooz il-yoom? hal haaða raxiis?
20. hal haaða raxiis?

21. 'inta <sup>C</sup>indak fuṣul kaṭiir il-yoom, muṣ ṣaḥiiḥ?
22. hal 'inta taḥibb fuṣlak?
23. man ra'iisak? hal huwa ra'iis zeen?
24. keef taruuh 'ila ṣ-fuṣul?
25. hal tamṣii 'ila ṣ-fuṣul?

### Drill 3 Review

Change to the negative:

1. 'ana min 'abu ṣabi.
2. huwa yaaxiḍ 'awlaadah kull yoom 'ila l-madrasa.
3. haaḍi bint jamiila.
4. haḍiitṣ tayyaara kabiira.
5. haaḍi luṣa ṣa<sup>C</sup>ba.
6. haaḍi binaayat wazaarat iz-ziraa<sup>C</sup>a.
7. huṭṭ il-kursii fi l-maktab.
8. hum yigdaruun yinaamuun fi ṣ-ṣaff.
9. 'ir-ra'iis jamal <sup>C</sup>abd in-naaṣer fi l-qaahira.
10. hinna <sup>C</sup>indana beet kabiir.
11. nazzel il-leet.
12. xalles iṣ-fuṣul.
13. 'i<sup>C</sup>mal gahwa.
14. fuuf id-daxtoor.
15. fiil il-makiina.
16. 'ikilii laham wa <sup>C</sup>eeṣ kull yoom.
17. ruuhii 'ila binaayat wazaarat il-ma<sup>C</sup>aaref.
18. hin yadrusin <sup>C</sup>arabi saa<sup>C</sup>ateen kull yoom.
19. 'intin taktibin <sup>C</sup>arabi wa 'ingliizi.
20. 'inta tigdar tista<sup>C</sup>mel sayyaarati l-yoom.



Drill 4 Review

Change to the feminine:

1. 'ad-daxtoor kabiir.
2. haaða ir-rajil tawiil.
3. haaða walad qaṣiir.
4. maktab il-mudiir naḍiif.
5. maktab sikriteer il-waziir waṣex.
6. 'ar-rajil il-mariiḍ yaruuh kull yoom 'ila l-mustaḥfa.
7. haaða d-daxtoor jadiid.
8. 'axuuk jamiil.
9. 'abuuha qavii.
10. mudiir il-madrasa qadiim.
11. 'al-muwaḍḍaf iṣ-ṣayyir muḥ hunaak.
12. 'inta sa<sup>C</sup>iid ma<sup>C</sup> aayiltak?
13. kam <sup>C</sup>umrah?
14. kam <sup>C</sup>umrak?
15. 'il-mu<sup>C</sup>allim il-jadiid tawiil.
16. hiya tinazzel il-kursii min is-sayyaara.
17. 'inti laazem taḥuufiin id-daxtoor kull <sup>C</sup>aḥar 'ayyaam.

Drill 5 Review

Ask questions to which the underlined words are the short answers:

1. <sup>C</sup>umri ḥalaaḥiin sana.
2. hum yajuun kull yoom 'ila ḥ-ḥuyul bi s-sayyaara.
3. hinna najii 'ila ḥ-ḥuyul is-saa<sup>C</sup>a sab<sup>C</sup>a.
4. hum yaḍrusuun ḥarabi kull yoom.
5. hum yaḍrusuun ḥarabi kull yoom.

6. na<sup>C</sup>am. il-burtaqaal raxiis il-yoom.
7. 'abu ḡabi <sup>C</sup>ala l-xaliij il-<sup>C</sup>arabi.
8. laa. maktab if-farika muf fi l-<sup>C</sup>een.
9. hayaatahum sa<sup>C</sup>ba.
10. haaḡi l-luya muf sa<sup>C</sup>ba.
11. ra'iis 'amriika huwa s-sayyid nikson.
12. 'ana 'ariid 'aakil fii haaḡa l-mat<sup>C</sup>am.
13. 'ism ra'iis jaami<sup>C</sup>at 'arizoona huwa d-daxtoor harvil.
14. hum min wilaayat kalifoornya.
15. 'ana 'af-tayel fi wazaarat iz-ziraa<sup>C</sup>a.

#### Drill 6 Review

Change to the plural:

1. haaḡa walad ṣayir.
2. haaḡa 'uteel naḡiif.
3. 'ana 'a<sup>C</sup>mal gahwa halhiin.
4. huwa yisaa<sup>C</sup>ed 'abuh fi f-fuyul.
5. 'inta tadrus <sup>C</sup>arabi kull yoom.
6. haaḡa l-maṭaar naḡiif.
7. haaḡi mu<sup>C</sup>allima qadiima.
8. huwa raayeh 'ila l-mustaffa.
9. 'il-walad raayeh 'ila l-madrassa halhiin.
10. haaḡa l-walad hijratah wasaḡa.
11. haaḡa beet jamiil.
12. hal tigdar tiftah il-baab?
13. huwa ma yigdar yiftah id-daxiifa.
14. laa tafiil il-janta.
15. haaḡa 'uteel.

16. hiya maa laazem ti<sup>C</sup>mal gahwa kull saa<sup>C</sup>a.  
 17. 'inti mumkin tirja<sup>C</sup>iin lamma tixallesiiin fuylitf.  
 18. hal ta<sup>C</sup>ref mu/kilat ha'eeel il-'awlaad.

### Drill 7 Variable Substitution

Base sentence: <sup>C</sup>indii maw<sup>C</sup>ed yoom il-'iθneen.

'I have an appointment on Monday.'

- |  |                                    |
|--|------------------------------------|
| 1. one o'clock                         | 16. at quarter to twelve           |
| 2. in the morning                      | 17. statement                      |
| 3. you (m.s.)                          | 18. today                          |
| 4. you (f.s.)                          | 19. tomorrow                       |
| 5. you (m.p.)                          | 20. ten to nine in the morning     |
| 6. on Wednesday                        | 21. half past seven in the evening |
| 7. question with <u>mataa</u>          | 22. twenty-five to nine            |
| 8. question with <u>ma<sup>C</sup></u> | 23. five to ten                    |
| 9. ma <sup>C</sup> il-waziir           | 24. twenty past ten                |
| 10. negative                           | 25. we                             |
| 11. at night                           | 26. he                             |
| 12. on Saturday                        | 27. she                            |
| 13. in the afternoon                   | 28. they (f.p.)                    |
| 14. on Sunday                          | 29. you (f.p.)                     |
| 15. at quarter past five               | 30. they (m.p.)                    |

### Drill 8 Review

#### Variable Substitution

Base sentence: huwa yariid yitkallam ma<sup>C</sup>'ahuuh.

'He wants to talk to his father.'

- |             |            |
|-------------|------------|
| 1. 'ana     | 13. naruuh |
| 2. 'asaafer | 14. 'intum |

- |                           |                  |
|---------------------------|------------------|
| 3. huwa                   | 15. tajuun       |
| 4. yaakil                 | 16. ti/stayeluun |
| 5. hiya                   | 17. 'inti        |
| 6. taskin                 | 18. taktubiin    |
| 7. ti/rab                 | 19. 'inta        |
| 8. 'intin                 | 20. hin          |
| 9. hin                    | 21. 'intin       |
| 10. hum                   | 22. 'ana         |
| 11. yistarii <u>h</u> uun | 23. hum          |
| 12. hinna                 | 24. hiya         |

Drill 9 Review

## Variable Substitution

Base Sentence: 'ana raayeh 'asaafer bukra.

'I am going to travel tomorrow.'

- |   |  |
|---|--|
| 1. hin                                  | 12. il-jadiid                                    |
| 2. yaakil                               | 13. ba <sup>C</sup> d <sup>C</sup> i/riin yoom   |
| 3. ba <sup>C</sup> d saa <sup>C</sup> a | 14. tisaafiruun                                  |
| 4. fi l-mat <sup>C</sup> am             | 15. 'ana   |
| 5. hiya                                 | 16. 'intin                                       |
| 6. nihna                                | 17. 'ila 'abu <u>ḡ</u> abi                       |
| 7. beet                                 | 18. tirja <sup>C</sup> iin min 'abu <u>ḡ</u> abi |
| 8. naskin                               | 19. hum  |
| 9. hum                                  | 20. 'inta  |
| 10. 'intum                              | 21. 'intum                                       |
| 11. huwa                                | 22. 'inti  |

Drill 10 Review

## Combination

Example: haaḍa walad. = haaḍa l-walad kabiir.  
 al-walad kabiir.  
 'This is a boy.'  
 'The boy is big.' = 'This boy is old.'

1. haaḍa qalam. 'al-qalam yaali.
2. haaḍi bint. 'al-bint jamiila.
3. haḍeel 'awlaad. 'al-'awlaad waṣexiin.
4. haḍeel banaat. 'al-banaat jamiilaat.
5. haḍeel muhandisiin. 'al-muhandisiin muwaḍḍafiin.
6. haaḍa ṣaff. 'aṣ-ṣaff ḍaruuri.
7. haaḍi mara. 'al-mara mariiḍa.
8. haaḍi tayyaara. 'aṭ-tayyaara jadiida.
9. haḍeel makiinaat. 'al-makiinaat qadiimaat.
10. haḍeel biibaan. 'al-biibaan naḍiifiin.
11. haaḍi bint. 'al-bint mariiḍa.
12. haaḍi janṭa. 'al-janṭa yaalya.
13. haḍeel sayyaaraat. 'as-sayyaaraat qawiiyyaat.
14. haḍeel byuut. 'al-byuut qadiimaat.
15. haaḍa kitaab. 'al-kitaab raxiiṣ.
16. haḍeel mu<sup>C</sup>allimaat. 'al-mu<sup>C</sup>allimaat qasiiraat.
17. haaḍi balḍ. 'al-balad ba<sup>C</sup>iida <sup>C</sup>an maṣer.
18. haaḍi ḥukuuma. 'al-ḥukuuma qawiiyya.

#### Drill 11 Review

Example: S<sub>1</sub>: haaḍi 'awwal marra 'atkallam <sup>C</sup>arabi.

'This is the first time I speak Arabic.'

S<sub>2</sub>: laa. haaḍi mu/ 'awwal marra yitkallam <sup>C</sup>arabi.

'No, this is not the first time he speaks Arabic.'

haaḍi ṯaani marra yitkallam <sup>c</sup>arabi.

'This is the second time he speaks Arabic.'

This is a chain drill. Go round the class. Change roles at mid-point.

Drill 12 Review

Translation:

1. I have been here for ten days only.
2. I liked the country because the weather there is cool and nice.
3. The weather today isn't hot and humid.
4. The weather in Tucson in the summer is hot but dry.
5. Did you like the coffee?
6. Every employee goes to work at eight in the morning.
7. I have to go because I want to eat.
8. Everyone is happy in his life.
9. Take me to the Phoenicia Hotel.
10. Give me all the money.
11. Tunisia is not very far away from Morocco.
12. My father and my brother are not at home.
13. The president's assistant and clerk work hard every day.
14. Can you (m.s.) say: "13, 14, 15 ... 19"?
15. I have a big problem. I don't know what I should do.

## UNIT 16

## I. BASIC TEXT

'al-'akil il-<sup>C</sup>arabi

'ams 'ana ruht ma<sup>C</sup> 'aşdıqaa'ii 'ila maṭ<sup>C</sup>am iṣ-seex. maṭ<sup>C</sup>am iṣ-seex mawjuud fii madiinat ditrayt fii wilaayat miṣigan. ba<sup>C</sup>dma starahna ṣwayy bayeena naakil. 'ana kunt juu<sup>C</sup>aan kaṭiir. bayeet 'aakil kabaab ma<sup>C</sup> ṣalaṭa waahed min 'aşdıqaa'ii bayaa yaakil kibbi ma<sup>C</sup> hummoṣ wa baaba ṣannuj. kaan il-'akil ṭayyeb kaṭiir. ba<sup>C</sup>d il-'akil 'akalna baqlaawa kamaan. ba<sup>C</sup>d il-baqlaawa ṣribna gahwa <sup>C</sup>arabiyya. ba<sup>C</sup>deen ruht ma<sup>C</sup> aşdıqaa'ii 'ila s-sinama. ṣufna hunaak filem <sup>C</sup>an il-<sup>C</sup>arab 'ismah "loorans ov 'areebya". ba<sup>C</sup>d il-filem 'ana gult li 'aşdıqaa'ii fii maanillaah l'ian 'ana kunt ta<sup>C</sup>baan wa ridt 'aruuh 'anaam.

## II. TRANSLATION

## Arabic Food

Yesterday I went with my friends to the Sheikh Restaurant. The Sheikh Restaurant is in the city of Detroit in the State of Michigan. After we rested for a while, we wanted to eat. I was very hungry. I wanted to eat kabob and salad. One of my friends wanted to eat "kibbi" with "hummoṣ" and "baaba ṣannuj". The food was very delicious. After the food we ate baklava also. After the baklava we drank Arabic coffee. Later, I went with my friends to the cinema. We saw a movie about the Arabs. The name of the movie is "Lawrence of Arabia". After the movie, I said to my friends, "Good-bye," because I was tired and wanted to go to bed.

## III. VOCABULARY

'ams	yesterday
ruht	I went
'asdiqaa'ii	my friends
madiina	city (f.)
ba <sup>C</sup> dma	after (conj.)
'istarahna	we rested
bayeena	we wanted
kunt	I was
juu <sup>C</sup> aan	hungry (m.)
bayeet	I wanted
kabaab	kabob (m.)
salata	salad (f.)
waahed min	one (m.) of
baya	he wanted
hummos	crushed chick peas (garbanzoes), used as an appetizer (m.)
baaba yannuj	baked eggplant mixed with sesame seed oil served as an appetizer (m.)
kaan	it (m.), he was
'akel	food (m.)
tayyed	delicious (m.)
'akalna	we ate
baqlaawa	baklava (f.)
fribna	we drank
fufna	we saw
<sup>C</sup> an	about
'il- <sup>C</sup> arab	the Arabs



gult

I said

ta<sup>C</sup>baan

tired (m.)

## IV. ADDITIONAL VOCABULARY

'ams is-subh

yesterday morning

'ams il-masa

yesterday evening

'ams iδ-δuhr

yesterday at noon

'usbuu<sup>C</sup>

weak (m.)

'al-'usbuu<sup>C</sup> il-maaδi

last week

fahar

month (m.)

'af-fahr il-maaδi

last month

'as-sana l-maaδiya

last year

'al-'ahad il-maaδi

last Sunday

gabil sana

a year ago

gabilma

before (conj.)

sakan

he lived

daras

he studied

fatah

he opened

sahab

he pulled; he withdrew (money)

katab

he wrote

<sup>C</sup>araf

he knew

raja<sup>C</sup>

he returned

<sup>C</sup>amal

he made; he did

## V. GRAMMAR

1. Verbs - Past Tense

a. Past tense verbs, as present tense verbs (see UNIT 5, VI,2), also consist of a stem and a subject-marker, which is always a suffix. The past tense verbs are conjugated with the

following pronouns: huwa 'he', hiya 'she', 'inta 'you (m.s.)', 'inti 'you (f.s.)', 'ana 'I', and nihna 'we'.

The verbs presented in this lesson belong to two groups. The first group are the verbs of regular conjugation. The chart below shows their conjugation:

Stem	Meaning	huwa	hiya	'inta	'inti	'ana	nihna
'akal-	he ate	'akal	'akalat	'akalt	'akalti	'akalt	'akalna
sakan-	he lived	sakan	sakanat	sakant	sakanti	sakant	sakanna
fataḥ-	he opened	fataḥ	fataḥat	fataḥt	fataḥti	fataḥt	fataḥna
sahab-	he pulled	sahab	sahabat	sahabt	sahabti	sahabt	sahabna
katab-	he wrote	katab	katabat	katabt	katabti	katabt	katabna
<sup>c</sup> araf-	he knew	<sup>c</sup> araf	<sup>c</sup> arafat	<sup>c</sup> araft	<sup>c</sup> arafti	<sup>c</sup> araft	<sup>c</sup> arafna
raja <sup>c</sup> -	he returned	raja <sup>c</sup>	raja <sup>c</sup> at	raja <sup>c</sup> t	raja <sup>c</sup> ti	raja <sup>c</sup> t	raja <sup>c</sup> na
<sup>c</sup> amal-	he made	<sup>c</sup> amal	<sup>c</sup> amalat	<sup>c</sup> amalt	<sup>c</sup> amalti	<sup>c</sup> amalt	<sup>c</sup> amalna

Notice that each one of this group of verbs has three consonants. These consonants are called radicals. Each of the first and the second radicals are followed by the vowel -a-.

'inta 'you (m.s.)' and 'ana 'I' take the same form of the verb.

The stem and the past tense form of the verb for huwa 'he' are the same. For this particular group of verbs, all that you have to learn is the past tense stem.

b. The second group of verbs is less stable as far as conjugation is concerned. The reason for this is the medial long vowel. Examples:

raah 'he went'

kaan 'he was'

faaf 'he saw'

gaal 'he said'

Because of the medial long vowel, these verbs are called hollow verbs. We will refer to them as the first group of hollow verbs.

Each one of the hollow verbs has two stems. Unfortunately you have to learn these two stems. The suffixes are the same for all past tense verbs. The following chart shows the conjugation of the first group of hollow verbs in this lesson:

Stem	Meaning	huwa	hiya	'inta	'inti	'ana	nihna
raah, ruh	past "to go"	raah	raahat	ruht	ruhti	ruht	ruhna
kaan, kun	past "to be"	kaan	kaanat	kunt	kunti	kunt	kunna
faaf, fuf	past "to see"	faaf	faalat	fuft	fufti	fuft	fufna
gaal, gul	past "to say"	gaal	gaalat	gult	gulti	gult	gulna

Notice that the third person singular masculine or feminine pronouns have the stem raah 'he went' and the rest of the pronouns have the stem ruh-. This applies to all past tense verbs, excluding the first group.

c. raad 'he wanted, desired' belongs to the second group of hollow verbs. The two stems are: raad- and rid-. It is conjugated:

huwa	raad	'inti	ridti
hiya	raadat	'ana	ridt
'inta	ridt	nihna	ridna

Past tense verbs indicate an action or an event that took place in the past, e.g. huwa raah 'He went'. They are also used

to indicate the present result of a past action. This roughly corresponds to the present perfect tense in English. Example:

'ana mu/ juu<sup>C</sup>an halhiin. 'ana 'akalt.

'I am not hungry now. I have eaten.'

d. Unfortunately 'istaraah' 'he rested' and bayaa 'he wanted, liked' belong to two different classes of verbs. The two stems of the first verb are: 'istaraah-' and 'istarah-' (long -aa- changes into short -a-: It is conjugated:

huwa	'istaraah	'inti	'istarahti
hiya	'istaraahat	'ana	'istaraht
'inta	'istaraht	nihna	'istarahna

bayaa 'he wanted, liked' is a problem. It is a weak verb because of the vowel ending -a.

huwa	bayaa	'inti	bayeeti
hiya	bayat	'ana	bayeet
'inta	bayeet	nihna	bayeena

2. ba<sup>C</sup>dma 'after' and gabilma 'before' are conjunctions.

Unlike ba<sup>C</sup>d 'after (prep.)' and gabil 'before (prep.)', they precede verbs. Examples:

ba<sup>C</sup>dma 'istarahna bayeena naakil.

'After we rested, we wanted to eat.'

gabilma 'akalna 'istarahna /wayy.

'Before we ate, we rested for a while.'

\*gabil 'akalna

\*ba<sup>C</sup>d 'istarahna

3. In the ADA verbal construction bayeena naakil 'We wanted to eat,' the past tense bayeena has the subject-marker -na (a suffix) and the present tense naakil has the subject-marker na- (a prefix). (See UNIT 6, VI, 2). Other examples are:

bayeet 'aruuh.	'I wanted to go.'
bayat taruuh.	'She wanted to go.'
bayeeti taakiliin.	'You (f.s.) wanted to eat.'
bayaa yiktib 'ismah.	'He wanted to write his name.'

4. waahed min is a sueful phrase. It means 'one of.' The feminine form is waaheda min. Examples:

waahed min 'asdiqaa'ii	'one of my friends (m.)'
waaheda min sadiiqaatii	'one of my friends (f.)'
waahed min il-mu <sup>C</sup> allimiin	'one of the teachers (m.)'
waaheda min il-banaat	'one of the girls'

5. To change an equational sentence (See UNIT 1, VI, 1) into the past, we should use the past tense form of the verb to be, i.e., kaan- or l'un-. Examples:

'il-'akel tayyeb.	'il-'akel kaan tayyeb.
'The food is delicious.'	'The food was delicious.'
'il-mudiir hini.	'il-mudiir kaan hini.
'The director is here.'	'The director was here.'

6. In the sentence samiir yaruuh 'ila l-madrasa. 'Samir goes to school,' the subject is samiir, a noun. This type of sentence is called a nominal sentence, in contrast with a verbal sentence--one that starts with a verb: yaruuh samiir 'ila l-madrasa 'Samir goes to school.' The use of either a nominal sentence or a verbal sentence is optional in ADA. This is true of any other

dialect of Arabic. In MSA verbal sentences have a higher frequency of occurrence than nominal sentences.

'il-'awlaad yaruuhuun. 'The boys go.'

yaruuhuun il-'awlaad.

'il-bint tiktib. 'The girl writes.'

tiktib il-bint.

7. In the ADA construction fufna film 'ismah..., 'ismah 'its name' has the suffixed possessive pronoun -ah 'its' referring to the previously mentioned noun filem 'film, movie'. The English translation of this construction is: 'We saw a movie (a film) whose name is...' or 'We saw a movie (a film) called...'

Other examples:

<sup>C</sup>indii şadiiq 'ismah... 'I have a friend whose name is...'

haađi bint sayyaarataha jamiila. 'This is a girl whose car is beautiful.'

## VI. DRILLS

### Drill 1 Transformation

a. When you hear the sentence, change it to the past, use 'ams in place of bukra or kull yoom or halhiin. Example:

T: 'ana 'aruuh 'ila f-fuyul kull yoom. 'I go to work every day.'

S: 'ana ruht 'ila f-fuyul 'ams. 'I went to work yesterday.'

1. 'ana 'askin fii 'abu řabi halhiin.
2. 'ana 'adrus <sup>C</sup>arabi saa<sup>C</sup>ateen kull yoom.
3. 'ana 'aftah il-baab ba<sup>C</sup>d rub<sup>C</sup> saa<sup>C</sup>a.
4. 'ana 'ashab il fuluus min il-bank bukra.
5. 'ana 'aktib 'ismii bi l-<sup>C</sup>arabi kull yoom.

6. 'ana 'a<sup>C</sup>ref keef a<sup>C</sup>mal gahwa halhiin.
7. 'ana 'arja<sup>C</sup> min porto pinyaasko bukra.
8. 'ana 'a<sup>C</sup>mal gahwa kull yoom.
9. 'ana 'aruuh 'ila l-wazaara kull yoom is-subh.
10. 'ana 'aguul haaḍa l-kalaam ḡaani marra.
11. 'ana 'a<sup>C</sup>uuf ṣadiiqaati kull yoom.
12. 'ana 'akuun fi l-maktab bukra s-saa<sup>C</sup>a tis<sup>C</sup>a.

b. Change the above sentences to: 'inta 'you (m.s.)'.

c. Change the above sentences to: hinna 'we'.

#### Drill 2 Transformation

a. When you hear the sentence, change ti to the past. Use past tense expressions in place of present or future time expressions. Example:

T: huwa yaskin fii 'abu ḡabi halhiin.

'He is living (staying) in Abu Dhabi now.'

S: huwa sakan fii 'abu ḡabi 'is-sana l-maaḡiya.

'He lived in Abu Dhabi last year.'

1. huwa yaskin fii bayruut haaḍa ṣ-seef.
2. huwa yadrus <sup>C</sup>arabi fi l-jaami<sup>C</sup>a haaḡi s-sana.
3. huwa yiftah id-dariiḡa halhiin.
4. huwa yishab il-fuluus min il-bank haaḍa l-'usbuu<sup>C</sup>.
5. huwa yiktib 'ismah bi l-<sup>C</sup>arabi l-yoom.
6. huwa yi<sup>C</sup>ref keef yaruuh 'ila s-sinama.
7. huwa yirja<sup>C</sup> min al-qaahira ba<sup>C</sup>d 'usbuu<sup>C</sup>.
8. huwa yi<sup>C</sup>mal haaḍa ḡ-fuyul bukra.
9. huwa yaruuh 'ila wazaarat il-batrool ba<sup>C</sup>d ḡahar.
10. huwa yaguul haaḍa l-kalaam marra ḡaanya yoom il-'ahad.

11. huwa yafuuf il-filem haaða l-'usbuu<sup>C</sup>.

12. huwa yakuun fii <sup>C</sup>ammaan haaði s-sana.

b. Change the above sentences into: hiya 'she'.

### Drill 3 Repetition

Group A repeats the question. Group B repeats the answer.

Example: T: hal 'ana sakant fii baydaad sana waaheda?

'Did I live in Baghdad for one year?'

Group A: hal 'ana sakant fii baydaad sana waaheda?

T: na<sup>C</sup>am. 'inta sakant fii baydaad sana waaheda.

'Yes, you (m.s.) lived in Baghdad for one year.'

Group B: na<sup>C</sup>am. 'inta sakant fii baydaad sana waaheda.

1. hal 'inta sakant fi l-'uteel 'usbuu<sup>C</sup>?
2. hal 'ana darast <sup>C</sup>arabi 'usbuu<sup>C</sup>een?
3. hal 'inta darast <sup>C</sup>arabi 'usbuu<sup>C</sup>een?
4. hal 'ana fataht il-baab gabil saa<sup>C</sup>a?
5. hal 'inta fataht il-baab gabil saa<sup>C</sup>a?
6. hal 'inta saħabt il-fuluus min il-bank 'ams?
7. hal 'ana saħabt il-fuluus min il-bank 'ams?
8. hal 'ana katabt 'ismii bi l-<sup>C</sup>arabi 'ams?
9. hal 'inta katabt 'ismak bi l-<sup>C</sup>arabi 'ams?
10. hal 'ana <sup>C</sup>araft 'ism il-mudiir?
11. hal 'inta <sup>C</sup>araft 'ism il-mudiir?
12. hal 'ana raja<sup>C</sup>t min labnaan gabil šahar?
13. hal 'inta raja<sup>C</sup>t min labnaan gabil šahar?
14. hal 'ana <sup>C</sup>amalt gahwa gabil saa<sup>C</sup>a?
15. hal 'inta <sup>C</sup>amalt gahwa gabil saa<sup>C</sup>a?
16. hal 'ana ruht 'ila l-mataar ma<sup>C</sup>ak?



17. hal 'ana gult haaða l-kalaam 'ams?
18. hal 'inta gult haaða l-kalaam 'ams?
19. hal 'ana fuft il-waziir gabil nuşş saa<sup>C</sup>a?
20. hal 'inta fuft il-waziir gabil nuşş saa<sup>C</sup>a?
21. hal 'ana kunt fii wazaarat il-ma<sup>C</sup>aaref il-'ushuu<sup>C</sup> il-maaði?
22. hal 'inta kunt fii wazaarat is-şihha 'ams?

#### Drill 4 Transformation

Change the answers in Drill 3 to the negative:

laa. 'inta maa sakant... 'No, you (m.s.) didn't live...'

#### Drill 5 Repetition

a. Group A repeats the question. Group B repeats the answer.

Example: T: hal hinna sakanna hini θalaaθ siniin?

'Did we live here for three years?'

Group A: hal hinna sakanna hini θalaaθ siniin?

T: na<sup>C</sup>aam. hinna sakanna hini θalaaθ siniin.

'Yes, we lived here for three years.'

Group B: na<sup>C</sup>am. hinna sakanna hini θalaaθ siniin.

1. hal hinna sakanna fii maşer hda<sup>C</sup>/ar sana?
2. hal hinna darasna 'ingliizi sanateen?
3. hal hinna fatahna l-janta fi l-mataar?
4. hal hinna sahabna s-sayyaara l-qadiima?
5. hal hinna katabna 'ismana bi l-<sup>C</sup>arabi?
6. hal hinna <sup>C</sup>arafna suu yiriid il-waziir?
7. hal hinna raja<sup>C</sup>na min il-mataar halhiin?
8. hal hinna <sup>C</sup>amalna suylana gabil 'ams?
9. hal hinna ruhna 'ila mudiir i/-farika?
10. hal hinna gulna maa naruuh 'ila r-ra'iis?

11. hal hinna fufna filem <sup>C</sup>an il-<sup>C</sup>arab?
12. hal hinna kunna fii <sup>C</sup>ammaan 'is-sana l-maaḡiya.

b. Change the above answers into the negative:

laa. hinna maa sakanna... 'No, we didn't live...'

#### Drill 6 Repetition

a. Group A repeats the question. Group B repeats the answer.

Example: T: hal 'inti sakanti fii 'iiraan 'arba<sup>C</sup>ta<sup>C</sup>far sana?

'Did you live, have you lived, in Iran for  
fourteen years?'

Group A: hal 'inti sakanti fii 'iiraan 'arba<sup>C</sup>ta<sup>C</sup>far sana?

T: na<sup>C</sup>am. 'ana sakant fii 'iiraan 'arba<sup>C</sup>ta<sup>C</sup>far sana.

'Yes, I (have) lived in Iran for fourteen years.'

Group B: na<sup>C</sup>am. 'ana sakant fii 'iiraan 'arba<sup>C</sup>ta<sup>C</sup>far sana.

1. hal 'inti sakanti fii 'abu ḡabi fi ṣ-ṣeef?
2. hal 'inti darasti <sup>C</sup>arabi arba<sup>C</sup> siniin?
3. hal 'inti fataḡti jantatit/ fi l-mataar?
4. hal 'inti saḡabti fuluusit/ min il-bank?
5. hal 'inti katabti 'ila ṣadiiqit/?
6. hal 'inti <sup>C</sup>arafti 'ism il-kitaab?
7. hal 'inti raja<sup>C</sup>ti min qatar il-yoom?
8. hal 'inti <sup>C</sup>amalti /uylit/?
9. hal 'inti ruḡti ma<sup>C</sup> axuut/ 'ila s-suug?
10. hal 'inti gulti maa 'aḡdar 'atkallam <sup>C</sup>arabi?
11. hal 'inti /ufti sadiiqit/ fi s-sinama?
12. hal 'inti kunti hunaak ḡabil saba<sup>C</sup>ta<sup>C</sup>far yoom?

b. Change the answers in a. above to the negative:

laa. 'ana maa sakant... 'No, I did not live...'

Drill 7 Written

Underline the correct answer:

1. 'ams huwa (yaruuh, ruht, raah) 'ila wazaarat is-sihha.
2. bukra hinna (raayehiin, naskin, yaskin, sakanna) fi haaða l-beet.
3. 'ana (fataht, fatahat, fatahti) jantatii 'ams fi l-mataar.
4. 'if-fahr il-maaði 'ana (sahabt, sahabat, 'ashab) kull fuluusii min il-bank.
5. hiya maa (sakanat, sakant, taskin) fii bayruut 'is-sana l-maaðiya.
6. 'inta maa (ruht, ruhti, raahat) 'ams 'ila maktab if-farika.
7. faatma (sahabti, sahabat, tishab) fuluusaha min il-bank 'if-fahar il-maaði.
8. hinna (gult, gultum, gulna) l-kalaam θaani marra gabil saa<sup>C</sup>a.
9. <sup>C</sup>ali (yakuun, kaanat, kaan) fii maktab if-farika gabil θalaaθ saa<sup>C</sup>aat.
10. 'inta maa (raahat, ruhti, ruht) 'ila l-wazaara 'ams.
11. 'ana halhiin muf juu<sup>C</sup>aan, walaakin ('akuun, kunt, kaanat) juu<sup>C</sup>an kaθiir gabil saa<sup>C</sup>a.
12. ba<sup>C</sup>dma firibt gahwa <sup>C</sup>arabiiyya (bayeet, 'abya, bayat) (ruht, 'aruuh, raahat) ('istaraht, 'istaraahat, 'astariih).
13. nihna ba<sup>C</sup>dma ('istarahna, nistariih, 'istaraah) (naruuh, ruhna, laazem naruuh) 'ila s-sinama 'ams.
14. hal 'inti (gult, gaalat, gulti) maa <sup>C</sup>indii fuluus?

Drill 8 Transformation

Change to the past. Use any past time expression that fits the meaning.

Example: T: hal huwa yaakil laham kull yoom?

'Does he eat meat every day?'

S: hal huwa 'akal laham 'ams?

'Did he eat meat yesterday?'

1. 'ana ta<sup>C</sup>baan. maa 'ariid 'aruuh 'ila s-sinama.
2. saami maa yadrus <sup>C</sup>arabi saa<sup>C</sup>ateen il-yoom.
3. salma tibya taakil baqlaawa fi l-mat<sup>C</sup>am.
4. hal is-sikriteer yakuun hini bukra s-subh?
5. nihna naguul nibya naakil 'akil <sup>C</sup>arabi.
6. faatma takuun mawjuuda fi l-maktab ba<sup>C</sup>d saa<sup>C</sup>a.
7. hal tadrusiin 'ingliizi gabilma tanaamiin?
8. huwa yirja<sup>C</sup> min il-qaahira ba<sup>C</sup>d yoomen.
9. hiya maa tirja<sup>C</sup> min il-qaahira ba<sup>C</sup>d yoomen.
10. 'ana 'adrus wa 'aakil wa 'a/rab,wa ba<sup>C</sup>deen 'aruuh 'anaam.
11. keef il-kabaab? 'in/aalla tayyeb?
12. hal 'inti tibiin taruuhii ma<sup>C</sup>ii?
13. laa. 'ana maa 'abya 'aruuh ma<sup>C</sup>ak.
14. nihna naruuh 'ila s-sinama l-masa.
15. 'inta taguul hiya taruuh 'ila l-jaami<sup>C</sup>a kull yoom?

## UNIT 17

## I. BASIC TEXT

şadiiqii kariim

şadiiqii kariim min baydaad fi l-<sup>C</sup>iraaq. halhiin kariim  
fii maşer. qabil sanateen kariim kaan yiftayel ma<sup>C</sup> il-hukuuma  
fii baydaad. kariim kaan yiftayel mu<sup>C</sup>allim fii wazaarat il-ma<sup>C</sup>aaref.  
'iftayal ma<sup>C</sup> il-hukuuma xams sanawaat. ba<sup>C</sup>dma 'iftayal mu<sup>C</sup>allim  
xams siniin raah kariim 'ila l-qaahira. huwa raah yadrus <sup>C</sup>arabi  
fii jaami<sup>C</sup>at il-qaahira, wa ba<sup>C</sup>deen şadiiqii kariim yiriid yirja<sup>C</sup>  
'ila baydaad. kariim raayeh yiftayel fii jaami<sup>C</sup>at baydaad.

## II. TRANSLATION

My Friend Karim

My friend Karim is from Baghdad in Iraq. Karim is now in Egypt. Two years ago Karim was working for the government in Baghdad. Karim was working as a teacher for the Ministry of Education. He worked for the government for five years. After he had worked as a teacher for five years, Karim went to Cairo. He went to study Arabic at Cairo University, and later, my friend Karim wants to go back to Baghdad. Karim is going to work at Baghdad University.

## III. GRAMMAR

1. To express an action that was going on in the past, use a form of kaan 'was' + Simple Present Tense of the verb denoting the action. Both kaan and the simple present tense verb should agree with the subject.

The ADA verbal expression kaan yiftayel expresses an action that was going on in the past. This is expressed in

English by the use of the past continuous tense, 'He was working'. Other examples are:

'ana kunt 'a/rab gahwa lamma l-mudiir raja<sup>C</sup>.

'I was drinking coffee when the director returned.'

'il-'awlaad kaanuu yi/tayeluun 'ams.

'The boys were working yesterday.'

lamma kaanat il-bint ti/rab gahwa 'ana kunt 'aakil.

'When the girl was drinking coffee, I was eating.'

## 2. Negation - Past Tense

To negate a past tense verb, use the negative particle maa before the past tense verbal expression.

Examples:

huwa maa 'i/-tayal. 'He didn't work.'

hum maa kaanuu yi/tayeluun 'ams. 'They were not working yesterday.'

The past tense of 'to have' is expressed by kaan + Cind.

kaan is invariable, but Cind should have a suffixed pronoun referring to the subject of the sentence.

kaan <sup>C</sup>indii waqt. 'I had (some) time.'

kaan <sup>C</sup>indahum tamaat. 'They (m.p.) had (some) tomatoes.'

kaan <sup>C</sup>indaha fuluus. 'She had (some) money.'

To negate those sentences, use maa in pre-kaan position:

maa kaan <sup>C</sup>indii waqt. 'I didn't have (any) time.'

maa kaan <sup>C</sup>indahin tamaat. 'They (f.p.) didn't have any tomatoes.'

## 3. Verbs - Past Tense

The verbs daras 'he studied' and 'i/tayal 'he worked' belong to the first group of past tense verbs. (See UNIT 16, IV, 1)

stem	huwa	hum	'ana	'inta	hiya	hinna
daras-	daras	darasuu	darast	darast	darasat	darasna
'i/ta <sub>y</sub> al-	'i/ta <sub>y</sub> al	'i/ta <sub>y</sub> aluu	'i/ta <sub>y</sub> alt	'i/ta <sub>y</sub> alt	'i/ta <sub>y</sub> alat	'i/ta <sub>y</sub> alna

/ireb 'he drank' is irregular:

huwa /ireb        'ana /ribt        hiya /irbat  
hum /irbuu        'inta /ribt        hinna /ribna

The past tense subject markers referring to hum 'they (m.p.)', hin 'they (f.p.)', 'intum 'you (m.p.)', and 'intin 'you (f.p.)' are: -uu, -in, -tum, and -tin, respectively. The chart below shows the conjugations of some of the past tense verbs with these pronouns:

stem	meaning	hum	hin	'intum	'intin
raja <sup>C</sup> -	he returned	raja <sup>C</sup> <u>uu</u>	raja <sup>C</sup> <u>in</u>	raja <sup>C</sup> <u>tum</u>	raja <sup>C</sup> <u>tin</u>
daras-	he studied	darasuu	darasin	darastum	darastin
fataḥ-	he opened	fataḥuu	fataḥin	fataḥtum	fataḥtin
raaḥ-, ruḥ-	he went	raaḥuu	raaḥin	ruḥtum	ruḥtin
-	he drank	/irbuu	/irbin	/ribtum	/ribtin
sakan-	he lived	sakanuu	sakanin	sakantum	sakantin
'i/ta <sub>y</sub> al-	he worked	'i/ta <sub>y</sub> aluu	'i/ta <sub>y</sub> alin	'i/ta <sub>y</sub> altum	'i/ta <sub>y</sub> altin

#### IV. DRILLS

##### Drill 1 Repetition

- 'ana maa ruht li'an maa kaan <sup>C</sup>indii waqt.
- 'ana maa gult haaḍa l-kalaam li'an il-mudiir maa kaan fi l-maktab.
- 'ana maa fuft il-mudiir li'an huwa maa kaan hini.
- 'ana maa kunt hunaak li'an maa kaan <sup>C</sup>indii sayyaara.
- 'ana maa 'istaraht fi l-beet li'an maa kaan <sup>C</sup>indii waqt.

6. 'ana maa bayeet 'aruuh li'an maa kaan <sup>C</sup>indii fuluus.
7. 'ana maa faribt faay li'an maa kaan hini faay.
8. 'ana maa fataht il-janta li'an il-janta kaanat hunaak.
9. 'ana maa ruht 'afuuf il-waziir li'an il-waziir maa kaan  
fi l-maktab.
10. 'ana maa kunt fii haaḍa l-'uteel li'an maa kaan <sup>C</sup>indii fuluus.
11. 'ana maa 'akalt fi l-mat<sup>C</sup>am li'an il-mat<sup>C</sup>am yaali.
12. 'ana maa sakant fii haaḍa l-beet li'an haaḍa l-beet ṣayīir.
13. 'ana maa darast <sup>C</sup>arabi li'an maa kaan <sup>C</sup>indii waqt.
14. 'ana maa saḥabt fuluus min il-bank li'an maa <sup>C</sup>indii fuluus.
15. 'ana maa <sup>C</sup>amalt tfaay li'an maa kaan <sup>C</sup>indii fakar.

### Drill 2 Transformation

When you hear the sentence, change it to the past. Use

'ams 'yesterday' in place of kull yoom 'every day.'

1. hum yi<sup>C</sup>maluun gahwa kull yoom.
2. hiya tirja<sup>C</sup> min il-qaahira kull yoom.
3. 'ana aruuh 'ila f-fuṣṣul kull yoom.
4. 'intum taktubuun 'ismakum bi l-<sup>C</sup>arabi kull yoom.
5. huwa yishab fuluus min il-bank kull yoom.
6. 'ana 'aftah il-baab kull yoom.
7. 'inti taakiliin laḥam kull yoom.
8. 'inta tiftah kitaabak fi s-ṣaff kull yoom.
9. 'ana 'adrus <sup>C</sup>arabi kull yoom saa<sup>C</sup>ateen.
10. hum yistariiḥuun fi l-beet kull yoom.
11. hinna niktib <sup>C</sup>arabi kull yoom.
12. 'intum taḥuufuun il-makiina kull yoom.



13. huwa yadrus <sup>C</sup>aṣar saa<sup>C</sup>aat kull yoom.
14. hiya taakil ma<sup>C</sup> 'ummaha kull yoom.
15. 'ana 'adrus fi l-kitaab kull yoom.
16. hum yirja<sup>C</sup>uun 'ila l-maktab kull yoom.
17. huwa yibya yaruuh hunaak kull yoom.
18. 'ana 'adrus <sup>C</sup>arabi kull yoom.
19. hiya taruuh 'ila l-beet bi s-sayyaara kull yoom.

### Drill 3 Question - Answer

Make affirmative responses to the following questions:

Example: T: hal ruht 'ila l-madrasa 'ams?

'Did you go to school yesterday?'

S: na<sup>C</sup>am ruht 'ila l-madrasa 'ams.

'Yes, I went to school yesterday.'

1. hal gult haaḍa l-kalaam gabil 'usbuu<sup>C</sup>?
2. hal raahat bintak 'ila l-madrasa 'ams?
3. hal il-'awlaad ṣaafuu haaḍa l-filem 'iṣ-ṣahar il-maaḍi?
4. hal 'inta kunt fi l-wazaara 'is-saa<sup>C</sup>a ḥda<sup>C</sup>ṣ?
5. hal hum 'istaraahuu fi l-mataar ṣwayy?
6. hal 'intum bayeetum taakiluun halhiin?
7. hal huwa ṣireb biira 'ams iṣ-ṣubḥ?
8. hal 'ana 'akalt kabaab wa hummoṣ?
9. hal hiya sakanat fi l-'uteel ṣahreen?
10. hal faatma darasat 'ingliizi sanateen?
11. hal hum saḥabuu fuluusahum min il-bank?
12. hal 'intum katabtum 'ismakum bi l-<sup>C</sup>arabi?
13. hal hum fatahuu l-janta l-kabiira?
14. hal <sup>C</sup>araft 'ism il-waziir il-jadiid?

15. hal raja<sup>C</sup> min al-quds 'ams?

16. hal <sup>C</sup>amalat fuylaha?

#### Drill 4 Transformation

Change the responses in Drill 10 to the negative:

Example: T: hal ruht 'ila l-madrassa 'ams?

'Did you go to school yesterday?'

S: laa. maa ruht 'ila l-madrassa 'ams.

'No. I did not go to school yesterday.'

#### Drill 5 Chain

T asks the question; S<sub>1</sub> answers in the affirmative.

S<sub>2</sub> asks the same question in the past; S<sub>3</sub> answers, using kamaan.

Example:

T: hal 'inta taruuh 'ila s-saff? 'Do you go to class?'

S<sub>1</sub>: na<sup>C</sup>am 'ana 'aruuh 'ila s-saff. 'Yes, I go to class.'

S<sub>2</sub>: hal 'inta ruht 'ila s-saff 'ams? 'Did you go to class yesterday?'

S<sub>3</sub>: na<sup>C</sup>am 'ana ruht 'ila s-saff 'ams kamaan. 'Yes, I went to class yesterday too.'

1. hal 'inta taruuh 'ila l-wazaara?
2. hal huwa yistariih ba<sup>C</sup>d is-saa<sup>C</sup>a θna<sup>C</sup>/?
3. hal hum yibyuun yaakiluun fi l-mat<sup>C</sup>am?
4. hal 'inti takuuniin hini ba<sup>C</sup>d 'usbuu<sup>C</sup>?
5. hal mhammad yaguul is-sahiih? ('is-sahiih 'the truth')
6. hal martak tadrus <sup>C</sup>arabi?
7. hal hinna ni/rab biira?
8. hal 'intum tiftahuun il-baab?
9. hal 'ana arja<sup>C</sup> min if-fuyul is-saa<sup>C</sup>a xamsa w nuss?
10. hal 'inta ti<sup>C</sup>mal fuylak gabil is-saa<sup>C</sup>a xamsa?

11. hal huwa yafuuf il-mudiir fi l-maktab?
12. hal hanna yiktib 'ismah bi l-<sup>C</sup>arabi.
13. hal ta<sup>C</sup>rifuun titkallamuun <sup>C</sup>arabi?
14. hal yishabuun fuluus min il-bank?
15. hal 'inta ta<sup>C</sup>ref il-mu/kila?

#### Drill 6

T gives a negative command; S answers: huwa maa... 'He didn't...

Example: T: laa ti/rab saay fi l-mat<sup>C</sup>am.

S: huwa maa sireb saay fi l-mat<sup>C</sup>am. 'He didn't  
drink tea at the restaurant.'

1. laa taruuh il-yoom ba<sup>C</sup>d iḡ-ḡuhr.
2. laa tistariih fi l-maktab.
3. laa takuun hini bukra ṣ-ṣubḡ.
4. laa taakil fi haaḡa l-'uteel.
5. laa ti/rab min haaḡa l-mayy.
6. laa tafuuf il-mudiir is-saa<sup>C</sup>a hda<sup>C</sup>f.
7. laa taguul 'ana maa a<sup>C</sup>ref.
8. laa taskin hini kull il-waqt.
9. laa tadrus fii haaḡi l-madrasa.
10. laa tiftaḡ id-darii/a li'an iṭ-ṭaqs baared.
11. laa tishab il-fuluus min il-bank.
12. laa tiktib 'ismak bi l-'ingliizi.
13. laa tarja<sup>C</sup> min 'abu ḡabi ba<sup>C</sup>d usbuu<sup>C</sup>.
14. laa ti<sup>C</sup>mal gahwa halhiin.

#### Drill 7

a. S<sub>1</sub> uses the first word to complete this question:  
man raah 'ila l- ... 'Who went to the ...' S<sub>2</sub> uses the second  
word to complete the answer: ... raah 'ila l- ... '... went  
to the ...'

Example:

T: the ministry

S<sub>1</sub>: man raah 'ila l-wazaara? 'Who went to the ministry?'

T: the director

S<sub>2</sub>: 'al-mudiir raah 'ila l-wazaara. 'The director went to the ministry.'

- |                   |              |
|-------------------|--------------|
| 1. the ministry   | the director |
| 2. the hospital   | the doctor   |
| 3. the building   | the employee |
| 4. the university | the boy      |
| 5. the market     | the woman    |

Change the answers above to: 'ana ruht 'ila 1-...'I went to the ...'

b. S<sub>1</sub> uses the first word to complete this question:

hal huwa daras <sup>C</sup>arabi yoom ...?'Did he study Arabic on...?'

S<sub>2</sub> answers, using the second word to complete this answer:

laa huwa maa daras <sup>C</sup>arabi yoom ... huwa daras <sup>C</sup>arabi yoom...

'No, he didn't study Arabic on... He studied Arabic on...

- |                             |                          |
|-----------------------------|--------------------------|
| 1. 'al-'iθneen              | 'aθ-θalaaθa              |
| 2. 'aθ-θalaaθa              | 'al-'arba <sup>C</sup> a |
| 3. 'al-'arba <sup>C</sup> a | 'al-xamiis               |
| 4. 'al-xamiis               | 'al-jum <sup>C</sup> a   |
| 5. 'al-jum <sup>C</sup> a   | 'as-sabt                 |
| 6. 'as-sabt                 | 'al-'ahad                |
| 7. 'al-'ahad                | 'al-'iθneen              |

Change the answers above to hiya ... 'She...'

c. Variable Substitution

Base sentence: hiya darasat <sup>C</sup>arabi yoom il-'iθneen.

'She studied Arabic on Monday.'

- |               |                                     |               |
|---------------|-------------------------------------|---------------|
| 1. 'ana       | 8. kariim                           | 15. 'ingliizi |
| 2. 'inta      | 9. 'il-'awlaad                      | 16. negative  |
| 3. 'inti      | 10. gabil 'usbuu <sup>C</sup>       | 17. 'il-bint  |
| 4. 'intum     | 11. ba <sup>C</sup> d fahar         | 18. 'intin    |
| 5. huwa       | 12. 'il-usbuu <sup>C</sup> il-maaḍi | 19. statement |
| 6. hinna      | 13. 'if-fahar il-maaḍi              | 20. question  |
| 7. 'il-banaat | 14. 'il-mu <sup>C</sup> allimiin    | 21. 'ana      |

### Drill 8 Variable Substitution

Base sentence: hal huwa yiftayel halḥiin? 'Is he working now?'

- |                 |                                    |                                     |
|-----------------|------------------------------------|-------------------------------------|
| 1. 'ams         | 8. 'ams il-masa                    | 15. gabil fahar                     |
| 2. bukra        | 9. kull yoom                       | 16. 'if-fahar il-maaḍi              |
| 3. kull yoom    | 10. hinna                          | 17. il-'usbuu <sup>C</sup> il-maaḍi |
| 4. kull il-waqt | 11. 'ams ba <sup>C</sup> d iḍ-ḍuhr | 18. 'is-sana l-maaḍiya              |
| 5. 'ams iṣ-ṣubḥ | 12. 'inta                          | 19. 'il-aḥad il-maaḍi               |
| 6. hum          | 13. gabil 'usbuu <sup>C</sup>      | 20. gabil 'ams                      |
| 7. 'intin       | 14. bukra ṣ-ṣubḥ                   | 21. hin                             |

### Drill 9 ('ismah lii = excuse me)

Example: S<sub>1</sub>: 'ismah lii. 'ariid 'aruuh halḥiin.

'Excuse me. I want to go now.'

S<sub>2</sub>: 'inta maa laazem taruuh halḥiin. 'inta ruḥt 'ams.

'You (m.s.) should not go now. You went yesterday.

- 'ismah lii. 'ariid 'aruuh 'ila l-wazaara halḥiin.
- 'ismah lii. 'ariid 'astariih fi l-beet halḥiin.
- 'ismah lana. nariid naakil kibbi halḥiin.
- 'ismah lana. nariid ni/rab biira halḥiin.
- 'ismah lana. nariid na/uuf il-waziir halḥiin.
- 'ismah lahum. yariiduun yadrussunn <sup>C</sup>arabi.

7. 'ismah lahum. yariiduun yaguuluun haaḍa l-kalaam ḡaani marra.
8. 'ismah lahum. yariiduum yaskunuun fii haaḍa l-'uteel.
9. 'ismah lahaa. tariid tiftah id-darii/a.
10. 'ismah lahaa. tariid tishab fuluusaha min il-bank.
11. 'ismah lahaa. tariid taktib 'ism il-waziir.
12. 'ismah lii. 'ariid a<sup>C</sup>ref 'ism il-mudiir.
13. 'ismah lii. 'ariid arja<sup>C</sup> 'ila tuusaan.
14. 'ismah lii. 'ariid a<sup>C</sup>mal gahwa halhiin.

#### Drill 10 Addition

Add the tail question, and then give the short answer:

Example:

T: hum raahuu 'ila maṭ<sup>C</sup>am il-quds, muṣ sahiih?

'They went to the Jerusalem Restaurant, didn't they?'

S: na<sup>C</sup>am. hum raahuu 'ila maṭ<sup>C</sup>am il-quds.

'Yes, they went to the Jerusalem Restaurant.'

1. hum raahuu 'ila maṭ<sup>C</sup>am il-quds, ?
2. 'ana ruḥt 'ila waziir il-ma<sup>C</sup>aaref, ?
3. hiya istaraaḥat fii beetha , ?
4. hiya bayat taruuh 'ilaa bayruut, ?
5. hum kaanuu hini gabil 'usbuu<sup>C</sup>, ?
6. hum faafuu mudiir il-<sup>C</sup>amal 'ams, ?
7. 'inta 'akalt baqlaawa fii bayruut, ?
8. 'inta /ribt <sup>C</sup>araq fii labnaan, ?
9. 'intum /uftum haḍaak il-filem, ?
10. 'intum sakantum fii 'abu ḡabi /ahreen, ?
11. huwa daras <sup>C</sup>arabi sanateen, ?
12. huwa fataḥ il-janta fi l-mataar, ?

13. huwa katab 'ismah bi l-<sup>C</sup>arabi, ?
14. 'inti katabti 'ismitf bi l-<sup>C</sup>arabi, ?
15. 'inti <sup>C</sup>arafti keef taruuhiiin 'ila s-suug, ?
16. 'inti raja<sup>C</sup>ti min dima/q 'ams, ?
17. 'ana raja<sup>C</sup>t min il-qaahira bi t-tayyaara, ?
18. 'inta raja<sup>C</sup>t min il-qaahira bi t-tayyaara, ?
19. 'inti raja<sup>C</sup>ti min il-qaahira bi t-tayyaara, ?
20. hum raja<sup>C</sup>uu min il-qaahira bi t-tayyaara, ?

### Drill 11 Question - Answer

The following questions are based on the BASIC TEXT of UNIT 16. Before you answer the questions, go back to UNIT 16 and listen to the recording at least twice.

1. ween 'ana ruht 'ams?
2. 'ana ruht 'ila mat<sup>C</sup>am if-feex ma' man?
3. ween mawjuud mat<sup>C</sup>am if-feex?
4. fii 'ayya wilaaya mawjuuda madiinat ditrayt?
5. fuu bayeena ni<sup>C</sup>mal hunaak?
6. mata bayeena naakil?
7. hal 'ana kunt juu<sup>C</sup>aan fwayy?
8. fuu bayeet 'aakil?
9. keef kaan il-'akel?
10. fuu 'akalna ba<sup>C</sup>d il-'akel?
11. hal faribna gahwa <sup>C</sup>arabiyya ba<sup>C</sup>d il-'akel?
12. ween ruhna 'ana wa 'asdiqaa'ii ba<sup>C</sup>deen?
13. kaan il'filem <sup>C</sup>an fuu?
14. fuu 'ism il-filem?
15. man gaal li 'asdiqaa'ah fii maanillaah?
16. leef?

17. hal 'ana ridt 'aruuh 'adrus?

18. /uu ridt 'aruuh 'a<sup>C</sup>mal?

Drill 12 Variable Substitution

Base sentence: huwa raah 'ams. 'He went yesterday.'

- |  |                  |               |
|--|------------------|---------------|
| 1. hiya                                      | 8. darastin      | 15. negative  |
| 2. hin                                       | 9. iḍ-ḍuhr       | 16. 'akaluu   |
| 3. ma <sup>C</sup> il-mu <sup>C</sup> allima | 10. 'il-banaat   | 17. hin       |
| 4. is-subh                                   | 11. 'iftayalin   | 18. 'inti     |
| 5. 'intum                                    | 12. gabil yoomen | 19. 'intin    |
| 6. 'intin                                    | 13. 'intin       | 20. statement |
| 7. samiira                                   | 14. hum          | 21. kuntin    |



## UNIT 18

## I. BASIC TEXT

'abu ḡabi

'ana min tuuṣaan fii wilaayat 'arizoona fii 'amriika. 'ajeet  
'ila 'abu ḡabi min 'amriika bi t-tayyaara. 'abu ḡabi ba<sup>C</sup>iida  
kaḡiir <sup>C</sup>an 'amriika. fii 'amriika kunt 'adrus zira<sup>C</sup>a fii jaami<sup>C</sup>at  
'arizoona. halḡiin 'ana 'aṣṭayel ma<sup>C</sup> il-ḡukuuma fii 'abu ḡabi fii  
wazaarat iz-zira<sup>C</sup>a. ṣaarliḡ hini ḡawaali ṣahar waahed bas.  
sakant fii l-'uteel ḡawaali 'usbuu<sup>C</sup> wa ba<sup>C</sup>deen sakant fii beet  
jadiid fiih ḡalaaḡ ḡijar.

'abu ḡabi 'imaara <sup>C</sup>ala l-xaliij il-<sup>C</sup>arabi. ḡaakem haaḡi  
l-'imaar huwa ṣ-ṣeex zaayed, ṭawiil il-<sup>C</sup>umr. huwa fataḡ madaares  
'awlaad wa madaares banaat kaḡiira fii kull il-balad wa raayeh  
yiftaḡ jaami<sup>C</sup>a li 'awlaad wa banaat il-xaliij il-<sup>C</sup>arabi.

'abu ḡabi fiiha binaayaat wa byuut jadiida wa jamiila. it-ṭaqs  
fiiha zeen fi ṣ-ṣita walaaken fi ṣ-ṣeef ḡaarrwa raṭeb. 'ana  
ḡabbeet 'abu ḡabi kaḡiir.

ḡaakem 'ruler (m.)'

ṭawiil il-<sup>C</sup>umr 'may he live long'

## II. TRANSLATION

Abu Dhabi

I am from Tucson in the state of Arizona in America. I came  
to Abu Dhabi from America by plane. Abu Dhabi is very far away  
from America. In America, I was studying agriculture at the  
University of Arizona. Now I am working for the government in the  
Ministry of Agriculture in Abu Dhabi. I have been here for one  
month only. I lived in the hotel for about a week and then I  
lived in a new house which had three rooms.

Abu Dhabi is an Emirate on the Arabian Gulf. The ruler of the Emirate is Sheikh Zayed, may he live long. He opened boys' and girls' schools throughout the country, and he is going to open a university for the boys and girls of the Arabian Gulf.

There are new and beautiful buildings and houses in Abu Dhabi. The weather in Abu Dhabi is fine in the winter, but it is hot and humid in the summer. I liked Abu Dhabi a lot.

### III. GRAMMAR

#### 1. Verbs - Past Tense

a. The past tense verbs faal 'he lifted, carried,' saar 'he became,' and naam 'he slept' belong to the second group of hollow verbs. They are conjugated like raad 'he wanted, liked' (See UNIT 16, V, 1.) faal 'he lifted, carried' is conjugated below as an example:

huwa	faal	'intum	filtum
hum	faaluu	'inti	filti
hiya	faalat	'intin	filtin
hin	faalin	'ana	filt
'inta	filt	hinna	filna

b. The past tense verbs 'a<sup>c</sup>taa 'he gave' and 'ajaa 'he came' are conjugated like bayaa 'he wanted, desired':

huwa	a <sup>c</sup> taa	'intum	a <sup>c</sup> teetum
hum	a <sup>c</sup> tuu	'inti	a <sup>c</sup> teeti
hiya	a <sup>c</sup> tat	'intin	a <sup>c</sup> teetin
hin	a <sup>c</sup> tin	'ana	a <sup>c</sup> teet
'inta	a <sup>c</sup> teet	hinna	a <sup>c</sup> teena

c. habb 'he liked, loved' and hatt 'he put' are doubled verbs and are conjugated like bayaa 'he wanted, desired'. (Notice that habb does not have the vowel ending -aa.)

huwa	<u>habb</u>	'intum	<u>habbetum</u>
hum	<u>habbuu</u>	'inti	<u>habbeeti</u>
hiya	<u>habbat</u>	'intin	<u>habbeetin</u>
hin	<u>habbin</u>	'ana	<u>habbeet</u>
'inta	<u>habbeet</u>	hinna	<u>habbeena</u>

2. Negative Commands (see UNIT 11, V, 4)

laa taruuh!	'Don't go (m.s.)!'
laa taruuhuu!	'Don't go (m.p.)!'
laa taruuhii!	'Don't go (f.s.)!'
laa taruuhin!	'Don't go (f.p.)!'

Notice that in the negative commands laa taruuhuu 'Don't go (m.p.)!' and laa taruuhii 'Don't go (f.s.)!', the forms taruuhuu and taruuhi are the same forms for the simple present, except for the -n suffix, which drops in the negative commands. In laa taruuhin 'Don't go (f.p.)!', taruuhin is the same form as the simple present.

#### IV. DRILLS

##### Drill 1 Transformation

a. When you hear the sentence, change it to the past. Use 'ams 'yesterday' in place of kull yoom 'every day', 'al-yoom 'today', bukra 'tomorrow', etc.

1. huwa ya/iil il-jinaṭ kull yoom.
2. huwa yisiir mudiir ba<sup>c</sup>d sanaa waaheda.

3. huwa yinaam kull yoom iḍ-ḍuhr.
  4. huwa yaḥuṭṭ fuluus fi l-bank halhiin.
  5. huwa yiḥibb zawijtah kaṭiir.
  6. huwa ya<sup>C</sup>tii fuluus 'ila 'abuuh kull ṣahar.
  7. huwa yajii 'ila bayruut kull sana.
  8. huwa yistariih gahilma yaakil.
  9. huwa yiṣrab gahwa <sup>C</sup>arabiyya ba<sup>C</sup>d il-'akel.
  10. huwa yidris fii haṭiit/ il-jaami<sup>C</sup>a.
- b. Change huwa above to hum 'they (m.p.).'
- c. Change hum in b. to hin 'they (f.p.).'

#### Drill 2 Transformation

- a. When you hear the sentence, change it to the past.
- Use 'al-'usbuu<sup>C</sup> il-maaḍi in place of kull yoom, bukra, etc.
1. 'ana 'aṣiil il-kursi min hini l-yoom.
  2. 'ana aṣiir mu<sup>C</sup>allim fi l-jaami<sup>C</sup>a ba<sup>C</sup>d 'arba<sup>C</sup> siniin.
  3. 'ana 'anaam is-saa<sup>C</sup>a waaheda ṣ-ṣuḥḥ kull yoom.
  4. 'ana 'aḥuṭṭ is-sayyaara fi l-garaaj bukra.
  5. 'ana 'aḥibb 'aṣrab gahwa kull yoom.
  6. 'ana 'a<sup>C</sup>tii abuuya fuluus kull ṣahar.
  7. 'ana 'ajii 'ila tuṣṣaan bukra hi ṭ-ṭayyaara.
  8. 'ana 'aruḥ 'ila l-beet 'is-saa<sup>C</sup>a xamsa kull yoom.
  9. 'ana 'aṣḥab miyat doolaar min il-bank bukra.
  10. 'ana 'aṣuuf ṣadiiqii 'aḥmad kull yoom.
- b. Substitute 'inta 'you (m.s.)' for 'ana in the drill above.
- c. Substitute 'inti for 'inta in the drill above.

Drill 3 Transformation

a. When you hear the sentence, change it to the past.

Use 'as-sana l-maaḡiya 'last year' in place of kull yoom,  
'al-yoom, etc.

1. 'intum taḡiiluun it-teeḡel min il-maktab ba<sup>C</sup>d iḡ-ḡuhr.
2. 'intum taḡiiruun muhandisiin 'inḡaalla.
3. 'intum tinaamuun il-yoom fi l-'uteel.
4. 'intum taḡuṡṡuun is-sayyaara fi l-garaaj ḡalḡiin.
5. 'intum taḡibbuun taruḡḡuun 'ila 'abu ḡabi l-yoom.
6. 'intum ta<sup>C</sup>ṡuun is-sayyaara 'ila axuukum bukra.
7. 'intum tajuun min 'abu ḡabi ba<sup>C</sup>d sana.
8. 'intum ta<sup>C</sup>maluun fuylakum kull yoom.
9. 'intum tirja<sup>C</sup>uun min qatar ba<sup>C</sup>d <sup>C</sup>iḡriin yoom.

b. Substitute hiya 'she' for 'intum in the drill above.

c. Substitute 'intin 'you (f.p.)' for hiya in b.

Drill 4 Variable Substitution

a. Base Sentence: 'ana ḡilt il-kursi 'ams.

'I raised, lifted, the chair yesterday.'

- |           |            |            |
|-----------|------------|------------|
| 1. huwa   | 8. 'ana    | 15. hiya   |
| 2. hiya   | 9. 'intum  | 16. 'inta  |
| 3. 'ana   | 10. 'inti  | 17. 'inti  |
| 4. ḡinna  | 11. niḡna  | 18. 'intin |
| 5. 'inta  | 12. ḡin    | 19. huwa   |
| 6. 'intin | 13. hum    | 20. 'inta  |
| 7. hum    | 14. 'intum | 21. ḡin    |

b. Substitute ḡatteet 'I put' for ḡilt 'I raised, lifted' in the drill above.

Drill 5 Variable Substitution

a. Base Sentence: huwa naam fii tuusaan yoomen.

'He slept two days in Tucson.'

- |           |               |                             |
|-----------|---------------|-----------------------------|
| 1. 'inta  | 8. question   | 15. negative                |
| 2. hiya   | 9. hiya       | 16. 'abu ḡabi               |
| 3. hum    | 10. hin       | 17. 'usbuu <sup>C</sup> een |
| 4. hinna  | 11. statement | 18. hum                     |
| 5. 'intum | 12. 'intin    | 19. statement               |
| 6. 'ana   | 13. nihna     | 20. 'ana                    |
| 7. 'inti  | 14. 'intum    | 21. negative                |

b. Substitute naam fii l-mustaffa 'He slept in the hospital.' for naam fii tuusaan 'He slept in Tucson.' in the drill above.

Drill 6 Question - Answer

Example: S<sub>1</sub>: 'ismaḥ lii. 'ariid 'aruuḥ halhiin.

'Excuse me. I want to go now.'

S<sub>2</sub>: 'inta maa laazem taruuḥ halhiin. 'inta ruhṭ 'ams.

'You (m.s.) don't have to go now. You went yesterday.'

1. 'ismaḥ lii. 'ariid 'anaam halhiin.
2. 'ismaḥ lii. 'ariid 'ajii min poorto pinyaskoo.
3. 'ismaḥ lana. nariid na<sup>C</sup>tii fuluus 'ila l-walad.
4. 'ismaḥ lana. nariid na/raḅ hiira halhiin.
5. 'ismaḥ lana. nariid nanaam ba<sup>C</sup>d iḡ-ḡuhr.
6. 'ismaḥ lahum. yariiduun yiftahuun id-darii/a.
7. 'ismaḥ lahum. yariiduun yajuun 'ila l-mustaffa l-yoom.
8. 'ismaḥ lahum. yariiduun yahuttuun is-sayyaara fi l-garaaj.

9. 'ismaḥ laha. tariiḍ tajii 'ila ṣ-ṣaff̣ il-yoom.
10. 'ismaḥ laha. tariiḍ tinaam 'is-saa<sup>C</sup>a tis<sup>C</sup>a.
11. 'ismaḥ laha. tariiḍ ta/iiḷ il-janta.
12. 'ismaḥ lii. 'ariiḍ 'ajii l-yoom is-saa<sup>C</sup>a xamsa 'illaa rub<sup>C</sup>.
13. 'ismaḥ lii. 'ariiḍ a<sup>C</sup>maḷ gahwa halhiin.
14. 'ismaḥ lana. nariiḍ na<sup>C</sup>tiị il-qalaṃ 'ila l-walaḍ.
15. 'ismaḥ lahum. yariiduuṇ yaruuhuuṇ 'ila s-sinama bukra.
16. 'ismaḥ lahin. yariidiṇ yadrusiṇ fii haaḍi l-jaami<sup>C</sup>a.

#### Drill 7 Variable Substitution

Base Sentence: huwa ḥabḅ yisaafeṛ 'ila 'abu ḍabi.

'He liked to travel to Abu Dhabi.'

- |            |                               |                              |
|------------|-------------------------------|------------------------------|
| 1. 'ana    | 8. kariim                     | 15. huwa                     |
| 2. 'inta   | 9. 'il-'awlaad                | 16. hum                      |
| 3. 'inti   | 10. gabiḷ usbuu <sup>C</sup> | 17. il-bint                  |
| 4. 'intum  | 11. ba <sup>C</sup> ḍ fahar  | 18. question                 |
| 5. hin     | 12. 'il-'usbuu <sup>C</sup>   | 19. il-mu <sup>C</sup> allim |
| 6. hinna   | il maaḍi                      | 20. statement                |
| 7. mḥammad | 13. 'intin                    | 21. negative                 |
|            | 14. 'ana                      |                              |

#### Drill 8 Addition

Add the tail question, and give the short answer.

1. huwa 'ajaa min bayruut il-yoom, ?
2. 'intum 'ajeetum 'ila tuusaan gabiḷ fahreem, ?
3. 'inti nimti fi l-'uteeḷ 'ams, ?
4. 'ana sirt mu<sup>C</sup>alliṃ fi l-jaami<sup>C</sup>a ba<sup>C</sup>ḍ sanateen, ?
5. hin saariṇ yitkallamiṇ <sup>C</sup>arabi zeen, ?
6. huwa saaṛ waziiṛ ba<sup>C</sup>ḍ sana, ?

7. 'inta a<sup>C</sup>teet gahwa 'ila l-mudiir, ?
8. 'intin a<sup>C</sup>teetin il-leetaat 'ila l-muhandis, ?
9. huwa a<sup>C</sup>taa fuluus 'ila l-muwaḡḡaf, ?
10. 'ana ḡabbeet il-'akel il-<sup>C</sup>arabi, ?
11. huwa ḡabb yaakil kibbi, ?
12. huwa maa ḡabb yaakil <sup>C</sup>eef wa laḡam, ?
13. hiya maa ṡaarlaha fi l-mustaffa yoomeen, ?
14. 'inta a<sup>C</sup>jabatk il-balad, ?
15. 'intum a<sup>C</sup>jabakum it-ṡaqs, ?
16. huwa ṡaal il-jinat, ?
17. hum naamuu fi l-'uteel il-'ushuu<sup>C</sup> il-maaḡi, ?
18. 'inta ḡabbeet il-baḡlaawa, ?
19. hiya 'ajat min al-qaahira 'ams, ?
20. 'inti a<sup>C</sup>teeti fuluus 'ila l-mat<sup>C</sup>am, ?

#### Drill 9 Variable Substitution

Base Sentence: 'ana 'ajeet min baydaad 'ams.

'I came from Baghdad yesterday.'

- |           |                             |               |
|-----------|-----------------------------|---------------|
| 1. 'inta  | 8. 'il-walad                | 15. hiya      |
| 2. 'intum | 9. 'ir-ra'iis               | 16. statement |
| 3. hin    | 10. ba <sup>C</sup> d ṡahar | 17. negative  |
| 4. ḡinna  | 11. ḡabil 'ams              | 18. 'intin    |
| 5. 'ana   | 12. hum                     | 19. 'inta     |
| 6. 'inti  | 13. question                | 20. huwa      |
| 7. kariim | 14. huwa                    | 21. hin       |

#### Drill 10 Variable Substitution

Base Sentence: huwa 'a<sup>C</sup>taa l-walad xamsa doolaar.

'He gave the boy five dollars.'



- |                |                 |                 |
|----------------|-----------------|-----------------|
| 1. she         | 8. he           | 15. negative    |
| 2. I           | 9. the woman    | 16. I           |
| 3. they (m.p.) | 10. ten dollars | 17. 100 dollars |
| 4. we          | 11. the doctor  | 18. she         |
| 5. you (m.s.)  | 12. you (f.p.)  | 19. they (f.p.) |
| 6. you (m.p.)  | 13. 12 dollars  | 20. statement   |
| 7. you (f.s.)  | 14. 20 dollars  | 21. question    |

### Drill 11 Variable Substitution

Base sentence: huwa yajii min dubayy kull yoom 'is-saa<sup>C</sup>a  
xamsa.

'He comes from Dubai every day at five  
o'clock.'

- |                             |  |  |
|-----------------------------|--|--|
| 1. 'ams                     | 8. ba <sup>C</sup> deen                                      | 15. bukra  |
| 2. bukra                    | 9. kull yoom   | 16. 'if-fahar il-maa <sup>δ</sup> i              |
| 3. kull yoom                | 10. hinna  | 17. 'is-sana l-maa <sup>δ</sup> iya              |
| 4. 'ams il-masa             | 11. 'ams ba <sup>C</sup> d i <sup>δ</sup> - <sup>δ</sup> uhr | 18. bukra  |
| 5. hum                      | 12. 'inta  | 19. gabil 'ams                                   |
| 6. gabil saa <sup>C</sup> a | 13. gabil rub <sup>C</sup> saa <sup>C</sup> a                | 20. 'intin                                       |
| 7. hin                      | 14. 'intin   | 21. il-'usbuu <sup>C</sup> il-maa <sup>δ</sup> i |

### Drill 12 Cued

T gives a negative command; S answers according to the  
example.

Example: T: laa ti/rab min haa<sup>δ</sup>a l-mayy.

'Don't (m.s.) drink from this water.'

S: huwa maa /ireb min haa<sup>δ</sup>a l-mayy.

'He didn't drink from this water.'

1. laa ta*f*iil il-jan*ṭ*a.
2. laa tinaamii fii haa*ḍ*a l-'uteel.
3. laa ta*ḥ*u*ṭṭ*uu il-kitaab hini.
4. laa tajuu il-yoom ba<sup>C</sup>d i*ḍ*-*ḍ*uhr.
5. laa ta<sup>C</sup>tii il-fuluus 'ila l-walad.
6. laa tadrus hini kull il-waqt.
7. laa taktubuu 'ismakum bi l-<sup>C</sup>arabi.
8. laa ti/rabii *ḥ*aay hal*ḥ*iin.
9. laa tistari*ḥ* fi l-maktab.
10. laa takuun hini bukra s-*ṣ*ub*ḥ*.
11. laa ti<sup>C</sup>malii gahwa hal*ḥ*iin.
12. laa tishabin il-fuluus min il-bank.
13. laa taguul maa a<sup>C</sup>ref.
14. laa taruuhuu l-yoom ba<sup>C</sup>d i*ḍ*-*ḍ*uhr.
15. laa taakil <sup>C</sup>ee*f* kull yoom.
16. laa ta*ṣ*uuf haa*ḍ*a l-filem.
17. laa tifta*ḥ*in id-darii/a li'an i*ṭ*-taqs baared.
18. laa taguulii 'ana juu<sup>C</sup>aana hal*ḥ*iin.
19. laa ta*ḥ*u*ṭṭ* i*ṭ*-tamaa*ṭ* <sup>C</sup>ala t-tuffaah.
20. laa tinaamii <sup>C</sup>a*ṣ*ar saa<sup>C</sup>aat kull yoom.

### Drill 13 Chain

a. T asks the question; S<sub>1</sub> answers in the affirmative.  
S<sub>2</sub> asks the same question in the past; S<sub>3</sub> answers in the affirmative, adding kamaan.

Example: T: hal 'inta ta*f*iil il-jan*ṭ*a?

'Do you (m.s.) lift, carry, the suitcase?'

S<sub>1</sub>: na<sup>C</sup>am. 'ana 'a/iiil il-janta.

'Yes, I lift the suitcase.'

S<sub>2</sub>: hal 'inta /ilt il-janta 'ams?

'Did you lift the suitcase yesterday?'

S<sub>3</sub>: na<sup>C</sup>am. 'ana /ilt il-janta 'ams.

'Yes, I lifted the suitcase yesterday.'

1. hal 'inta tinaam is-saa<sup>C</sup>a θna<sup>C</sup>/ fi l-leel?
  2. hal 'inta tahutt il-kursi fi l-maktab?
  3. hal 'inta tahutt il-kitaab <sup>C</sup>ala t-teebel?
  4. hal 'inta tahibb ti/rab gahwa ma<sup>C</sup> haliib?
  5. hal 'inta tahibb taakil fi l-mat<sup>C</sup>am?
  6. hal 'inta ta<sup>C</sup>tii xamsa doolaar fi s-saa<sup>C</sup>a?
  7. hal 'inta ta<sup>C</sup>tii il-fuluus 'ila mhammad?
  8. hal 'inta tajii min il-beet bi s-sayyaara?
  9. hal 'inta tajii 'ila /-fuyul is-saa<sup>C</sup>a sab<sup>C</sup>a s-subh?
  10. hal 'inta tinaam sitt saa<sup>C</sup>aat kull yoom?
- b. Substitute huwa 'he' for 'inta 'you (m.s.)'.
- c. Substitute hum 'they (m.p.)' for 'inta.'

#### Drill 14 Question - Answer

Example: T: man /aal il-janta min hini? <sup>C</sup>ali

S: <sup>C</sup>ali /aal il-janta min hini.

- |   |                           |
|---|---------------------------|
| 1. man /aal il-kursi min hini?                                  | is-sikriteera             |
| 2. man saarlah sanateen hini?                                   | 'ana                      |
| 3. man saarlah 'usbuu <sup>C</sup> een fii <sup>C</sup> ammaan? | hinna                     |
| 4. man saarlah θalaaθ siniin fii qatar?                         | 'il-mu <sup>C</sup> allim |
| 5. man saarlah <sup>C</sup> i/riin yoom hini?                   | 'il-muwaḏḏafiin           |
| 6. man saarlah tisi <sup>C</sup> 'ayyaam hini?                  | 'intum                    |

- |   |                      |
|---|----------------------|
| 7. man naam 'is-saa <sup>C</sup> a tis <sup>C</sup> a 'ams il-masa? | hamad                |
| 8. man naam fi l-qaahira 'ams?                                      | 'il-muhandisiin      |
| 9. man naam fi l-'uteel gabil 'ams?                                 | 'intum               |
| 10. man ḥatṭ sakar fi l-gahwa?                                     | 'ana                 |
| 11. man ḥatṭ ḥaliib fi ṣ-saay?                                     | hin                  |
| 12. man ḥabb yiṣrab biira?  | il-'awlaad           |
| 13. man ḥabb yaakil <sup>C</sup> eeṣ wa laham?                      | 'inta                |
| 14. man ḥabb yisaafer bi ṭ-tayyaara?                               | <sup>C</sup> abdalla |
| 15. man ḥabb yaruuh 'ila l-mataar?                                  | ṣeexa                |
| 16. man ḥabb yiṣiil iṭ-tamaat?                                     | 'intin               |
| 17. man a <sup>C</sup> ṭaa l-qalam 'ila l-mudiir?                   | 'ana                 |
| 18. man a <sup>C</sup> ṭaa l-burtaqaal 'ila l-mara?                 | nihna                |
| 19. man a <sup>C</sup> ṭaa s-sayyaara 'ila l-muhandis?              | 'inta                |
| 20. man 'ajaa min 'abu ḍabi 'ams?                                   | if-ṣeex zaayed       |
| 21. man 'ajaa 'ila ṣ-ṣuyul il-yoom ba <sup>C</sup> d iḍ-ḍuhr?       | il-'awlaad           |
| 22. man 'ajaa ma <sup>C</sup> if-ṣeex il-yoom?                      | 'intum               |
| 23. man 'ajaa <sup>C</sup> ala ṭayyaarat if-ṣarq il-'awsat?         |                      |

#### Drill 15 Variable Substitution

Base Sentence: huwa ḥatṭ il-mooz hini.

'He put the bananas here.'

- |                  |                  |                |
|------------------|------------------|----------------|
| 1. 'il-'awlaad   | 9. huwa          | 17. 'ana       |
| 2. nihna         | 10. ḥabb         | 18. 'il-ḥummos |
| 3. 'inta         | 11. saalem       | 19. 'il-kitaab |
| 4. 'il-burtaqaal | 12. zawijti      | 20. ḥasan      |
| 5. samiira       | 13. hin          | 21. 'awlaadi   |
| 6. 'ana          | 14. 'il-baqḷaawa | 22. 'inta      |
| 7. 'it-tuffaah   | 15. 'il-kibbi    | 23. 'inti      |
| 8. 'intin        | 16. 'intum       | 24. 'intum     |

Drill 16 Question - Answer

These questions are based on the BASIC TEXT of UNIT 17.

1. fuu 'ism şadiiqii?
2. min ween şadiiqii kariim?
3. ween baydaad?
4. hal kariim fii baydaad halhiin?
5. gabil kam sana kariim kaan yiftayel ma<sup>C</sup> il-hukuuma?
6. fuu kaan yiftayel kariim? fii 'ayya wazaara?
7. kam sana kariim 'iftayal mu<sup>C</sup>allim?
8. 'ila 'ayya balad raah şadiiqii ba<sup>C</sup>dma ftayal mu<sup>C</sup>allim?
9. leef raah 'ila l-qaahira?
10. ween mawjuuda jaami<sup>C</sup>at il-qaahira?
11. mata kariim yiriid yirja<sup>C</sup> 'ila baydaad?
12. hal kariim raayeh yiftayel fii madrasa şayiira?
13. fuu raayeh yi<sup>C</sup>mal?

## UNIT 19

## I. BASIC TEXT

fi s-suug (iii)

'ams feexa raahat 'ila s-suug li'an hiya raadat tiftiri  
baamya wa beeðinjaan 'aswad wa filfel 'axðar. feexa faafat  
'amiina fi s-suug wa gaalat laha:

ween raayeha yaa 'amiina?

'amiina: 'ila s-suug. 'ariid 'aftiri laham wa <sup>C</sup>ees wa battiix  
wa baamya wa filfel 'aswad haerr. <sup>C</sup>indana ðuyuuf bukra  
fi l-beet. 'ariid 'atbax 'akel <sup>C</sup>arabi.

feexa : 'il-battiix il-yoom yaali kaθiir. fii tuffaah 'ahmar  
labnaani fi s-suug muſ yaali kaθiir.

'amiina: kam?

feexa : il-kiilo bi miya w xamsiin fils.

'amiina: sahiih, muſ yaali kaθiir. mumkin fii tuffaah kaθiir fi  
s-suug.

feexa : 'ana ridt 'aftiri mooz. 'il-mooz fi s-suug kullah 'axðar.

'amiina: 'inti tigdariin tiftiriin mooz 'axðar halhiin wa ba<sup>C</sup>deen  
yiθiir 'aſfar. hal tiriidiin tajiin taakiliin ma<sup>C</sup>na  
bukra:

feexa : fukran yaa 'amiina. 'ana raayeha 'ajii 'aakil ma<sup>C</sup>kum.

'amiina: 'ahlan wa sahlán.

## II. TRANSLATION

## At the Market

Yesterday feexa went to the market because she wanted to buy  
okra, black eggplant and green peppers. feexa saw Amina in the  
market and said to her:

Where are you going Amina?

Amina: To the market. I want to buy meat, rice, watermelons, okra and hot black peppers. We have guests tomorrow at home. I want to cook Arabic food.

Jeexa: Watermelons are very expensive today. There are Lebanese red apples in the market. They are not expensive.

Amina: How much?

Jeexa: 150 fils per kilo.

Amina: True. They aren't very expensive. Maybe there are a lot of apples in the market.

Jeexa: I wanted to buy (some) bananas. All of the bananas in the market are green.

Amina: You can buy green bananas now, and later they will turn yellow. Do you want to come to eat with us tomorrow?

Jeexa: Thanks, Amina. I will come to eat with you.

Amina: You're welcome.

### III. VOCABULARY

tiftiri	she buys; you (m.s.) buy
baamya	okra
beeḍinjaan	eggplant
'aswad (f. sooda)	black (m.)
filfel	pepper(m.)
'axḍar	green (m.)
battīix	watermelons
ḍuyyuuf	guests(m.)
'atbax	I cook
'ahmar (f. hamra)	red
'asfar (f. safra)	yellow

## IV. ADDITIONAL VOCABULARY

loon	color (m.)
tuffaaha	an apple (f.)
burtaqaala	an orange (f.)
mooza	a banana (f.)
beeḍinjaana	an eggplant (f.)
jihha	a watermelon (f.)
baṭṭiixa	a cantaloupe (f.)
xyaara	a cucumber
xassa	a head of lettuce
fijela	a radish
filfela	a pepper
ḍeef	a guest (m.)
'azrag (f. zarga)	blue
binni (f. binniyya)	brown
burtaqaali (f. burtaqaaliyya)	orange
ramaadi (f. ramaadiyya)	gray
ḍahabi (f. ḍahabiyya)	gold
'abyaḍ (f. beeḍa)	white
yihassel	he finds; he gets

## V. GRAMMAR

1. Equational Sentences (see UNIT 1, VI, 1, and UNIT 10, V, 2)

The predicate of an equational sentence can be a color adjective. Examples:

'al-kitaab 'ahmar.	'The book is red (m.).'
'at-tuffaaha hamra.	'The apple is red (f.).'
haaḍi t-tuffaaha hamra.	'This apple is red.'
(cf. haaḍi tuffaaha hamra.	'This is a red apple.')



## 2. Verbs - Present Tense

Three present tense verbs are presented in this lesson. The stems of these verbs are: -ḥassel 'to find'; to get', -ṭbax- 'to cook', and -ʃtiri- 'to buy'.

Pronoun	Verb	Verb	Verb
huwa	yihassel	yitbax	yiʃtiri
hum	yihasseluun	yitbaxuun	yiʃtiruun
hiya	tiḥassel	titbax	tiʃtiri
hin	yihasselin	yitbaxin	yiʃtirin
'inta	tiḥassel	titbax	tiʃtiri
'intum	tiḥasseluun	titbaxuun	tiʃtiruun
'inti	tiḥasseliin	titbaxiin	tiʃtiriin
'intin	tiḥasselin	titbaxin	tiʃtirin
'ana	'aḥassel	'atbax	'aʃtiri
niḥna	niḥassel	nitbax	niʃtiri

## 3. Verbs - Past Tense

Below are the conjugations of the past tense verbs in 2. above. The stems are: ḥassal- 'he found; he got', ṭabax- 'he cooked' and ʃtara- 'he bought.'

Stem huwa	hum	hiya	hin	'inta/ 'ana	'intum	'inti	'intin	niḥna
ḥassal	__uu	__at	__in	__t	__tum	__ti	__tin	__na
ṭabax	__uu	__at	__in	__t	__tum	__ti	__tin	__na
ʃtara	__uu	__at	__in	__t	__tum	__ti	__tin	__na

#### 4. Adjectives - Gender

Two classes of color adjectives are presented in this lesson. Each color adjective of the first class has the pattern (masculine form) 'aC<sub>1</sub>C<sub>2</sub>aC<sub>3</sub>. This pattern transforms into C<sub>1</sub>aC<sub>2</sub>C<sub>3</sub>a for the feminine form.

Examples:	'ahmar	hamra	'red'
	'asfar	safrā	'yellow'
	'axḍar	xaḍra	'green'
	'azrag	zarga	'blue'
Exceptions:	'aswad	sooda	'black'
	'abyaḍ	beeḍa	'white'

The other class has an -i ending. This -i ending transforms into -iyya for the feminine form.

Examples:	binni	binniyya	'brown'
	burtaqaali	burtaqaaliyya	'orange'
	ḍahabi	ḍahabiyya	'gold'
	ramaadi	ramaadiyya	'gray'

(cf. 'amrikaani(m.) 'amrikaaniyya(f.) 'an American')

#### VI. DRILLS

##### Drill 1 Question - Answer

a. S<sub>1</sub> asks the question: /uu loon haaḍa?

'What color is this (m.)?'

S<sub>2</sub> answers the question using the name of the color supplied by the teacher. Change roles at mid-point.

Example: S<sub>1</sub>: /uu loon haaḍa? 'What color is this (m.)?'

T: 'ahmar. 'red(m.)'

S<sub>2</sub>: haaḍa 'ahmar. 'This is red (m.).'

1. /uu loon haaḍa? 'ahmar
2. /uu loon haaḍa? 'asfar
3. /uu loon haaḍa? 'axḍar
4. /uu loon haaḍa? 'azrag
5. /uu loon haaḍa? binni
6. /uu loon haaḍa? burtaqaali
7. /uu loon haaḍa? ramaadi
8. /uu loon haaḍa? ḍahabi
9. /uu loon haaḍa? 'aswad
10. /uu loon haaḍa? 'abyaḍ
11. /uu loon haaḍa? ramaadi

b. Follow the same procedure as in a. above, using the feminine.

Example: S<sub>1</sub>: /uu loon haaḍi? 'What color is this (f.)?'  
 T: hamra 'red (f.)'  
 S<sub>2</sub>: haaḍi hamra. 'This is red (f.).'

## Drill 2 Chain

Example: S<sub>1</sub>: /uu haaḍa? 'What is this (m.)?'  
 T: qalam 'pen'  
 S<sub>2</sub>: haaḍa qalam. 'This is a pen.'  
 S<sub>1</sub>: /uu loonah? 'What color is it?'  
 T: 'ahmar 'red'  
 S<sub>2</sub>: loonah 'ahmar. 'Its color is red.'

- |              |            |            |        |
|--------------|------------|------------|--------|
| 1. tuffaah   | 'ahmar     | 11. zibid  | 'asfar |
| 2. burtaqaal | burtaqaali | 12. jibin  | 'axḍar |
| 3. mooz      | 'asfar     | 13. kursii | binni  |

- |               |        |            |                 |
|---------------|--------|------------|-----------------|
| 4. beeḍinjaan | 'aswad | 14. daftar | 'azrag          |
| 5. jihh       | 'axḍar | 15. kitaab | ramaadi         |
| 6. fijel      | 'ahmar | 16. qalam  | azrag wa 'ahmar |
| 7. xyaar      | 'axḍar | 17. baab   | binni           |
| 8. xass       | 'axḍar | 18. qalam  | ḍahabi          |
| 9. battiix    | 'aṣfar | 19. Ceeḥ   | 'aṣfar          |
| 10. beeḍ      | 'abyaḍ | 20. ḥakar  | binni           |

### Drill 3 Chain

Follow the same procedure as in Drill 2 above, using the feminine.

- Example: S<sub>1</sub>: /uu haaḍi? 'What is this (f.)?'  
 T: baamya 'okra.'  
 S<sub>2</sub>: haaḍi baamya 'This is okra.'  
 S<sub>1</sub>: /uu loonha? 'What color is it?'  
 T: 'axḍar 'green (m.) '  
 S<sub>2</sub>: loonha 'axḍar 'Its color is green.'

- |                |            |              |         |
|----------------|------------|--------------|---------|
| 1. baamya      | 'axḍar     | 9. sayyaara  | 'abyaḍ  |
| 2. tuffaaha    | 'aṣfar     | 10. tayyaara | 'azrag  |
| 3. burtaqaala  | burtaqaali | 11. beeḍa    | 'abyaḍ  |
| 4. mooza       | 'axḍar     | 12. teebeel  | binni   |
| 5. jihha       | 'ahmar     | 13. makiina  | ramaadi |
| 6. xassa       | 'axḍar     | 14. darii/a  | ḍahabi  |
| 7. beeḍinjaana | 'aswad     | 15. binaaya  | 'axḍar  |
| 8. battiixa    | 'aṣfar     | 16. janta    | 'aswad  |

Drill 4 Transformation

When you hear huwa 'ahmar 'It is red (m.).', say hiya hamra 'It is red (f.).', and vice versa.

- |                    |                        |
|--------------------|------------------------|
| 1. huwa 'azrag     | 11. hiya sooda         |
| 2. hiya beeḍa      | 12. huwa 'axḍar        |
| 3. hiya ṣafra      | 13. huwa binni         |
| 4. huwa 'axḍar     | 14. hiya burtaqaaliyya |
| 5. huwa 'aswad     | 15. huwa ramaadi       |
| 6. hiya binniyya   | 16. huwa ṣahabi        |
| 7. huwa burtaqaali | 17. hiya hamra         |
| 8. hiya zarga      | 18. huwa 'abyaḍ        |
| 9. huwa ramaadi    | 19. huwa 'aswad        |
| 10. huwa 'aṣfar    | 20. hiya zarga         |

Drill 5 Combination

Example: T: haaḍa kitaab. 'al-kitaab 'ahmar.

'This is a book. The book is red.'

S: haaḍa l-kitaab 'ahmar. 'This book is red.'

T: haaḍi dariiḥa. 'ad-dariiḥa beeḍa.

This is a window. The window is white.'

S: haaḍi d-dariiḥa beeḍa. 'This window is white.'

1. haaḍi burtaqaala. 'al-burtaqaala xaḍra.
2. haaḍi tuffaaha. 'at-tuffaaha hamra.
3. haaḍa mooz. 'al-mooz 'aṣfar.
4. haaḍa beeḍinjaan. 'al beeḍinjaan 'aswad.
5. haaḍi beeḍinjaana. 'al-beeḍinjaana sooda.
6. haaḍa baab. 'al-baab 'axḍar.

7. haaḍa daftar. 'ad-daftar binni.
8. haaḍi makiina. 'al-makiina sooda.
9. haaḍa kursi. 'al-kursi 'aṣfar.
10. haaḍi tayyaara. 'at-tayyaara ṣafra.
11. haaḍi sayyaara. 'as-sayyaara beeḍa.
12. haaḍa qalam. 'al-qalam ḍahabi.
13. haaḍi binaaya. 'al-binaaya binniyya.
14. haaḍi janta. 'al-janta zarga.
15. haaḍa leet. 'al-leet 'abyaḍ.

#### Drill 6 Chain

The teacher gives two words;  $S_1$  makes a statement;  $S_2$  asks a question;  $S_3$  answers in the affirmative.

Example: T : kitaab ---- 'aḥmar 'book ----red'

$S_1$  : kitaabii 'aḥmar. 'My book is red.'

$S_2$  : hal kitaabak 'aḥmar kamaan?  
'Is your book red also?'

$S_3$  : na<sup>C</sup>am. kitaabi 'aḥmar kamaan.  
'Yes, my book is red also.'

- |                       |           |                        |            |
|-----------------------|-----------|------------------------|------------|
| 1. qalam              | 'aṣfar    | 11. mooza              | ṣafra      |
| 2. kitaab             | 'aḥmar    | 12. baṭṭiixa           | ṣafra      |
| 3. daftar             | binni     | 13. jihḥa              | ḥamra      |
| 4. sayyaara           | beeḍa     | 14. maktab             | 'axḍar     |
| 5. sayyaara           | sooda     | 15. sayyaara           | beeḍa      |
| 6. saa <sup>C</sup> a | ḍahabiyya | 16. saa <sup>C</sup> a | ṣafra      |
| 7. hijra              | beeḍa     | 17. makiina            | ramaadiyya |
| 8. tuffaaha           | ḥamra     | 18. kitaab             | burtaqaali |
| 9. burtaqaala         | xaḍra     | 19. daftar             | 'azrag     |
| 10. tayyaara          | binniyya  | 20. qalam              | 'aṣfar     |

Drill 7 Chain

Use the same pairs as in Drill 6 above for these patterns:

Example: T : qalam ---- 'ahmar            'pen(cil) ---- red'  
           S<sub>1</sub>: qalamaha 'ahmar.            'Her pen(cil) is red.'  
           S<sub>2</sub>: hal qalamit/ 'ahmar kamaan?  
                   'Is your (f.s.) pen(cil) red too?'  
           S<sub>3</sub>: na<sup>C</sup>am. qalamii 'ahmar kamaan.  
                   'Yes, my pen(cil) is red too.'

Drill 8 Chain

Use the same pairs as in Drill 7 above for these patterns:

Example: T : qalam ---- 'ahmar            'pen(cil) ---- red'  
           S<sub>1</sub>: qalamah 'ahmar.            'His pen(cil) is red.'  
           S<sub>2</sub>: hal qalamahum 'ahmar kamaan?  
                   'Is their (m.p.) pen(cil) red too?'  
           S<sub>3</sub>: na<sup>C</sup>am. qalamahum 'ahmar kamaan.  
                   'Yes, their pen(cil) is red too.'

Drill 9 Chain

Use the same pairs as in Drill 8 above for these patterns:

Example: T : qalam ---- 'ahmar            'pen(cil) ---- red'  
           S<sub>1</sub>: qalamak 'ahmar.            'Your (m.s.) pen(cil) is  
   red.'  
           S<sub>2</sub>: hal qalamakum 'ahmar kamaan?  
                   'Is your (m.p.) pen(cil) red too?'  
           S<sub>3</sub>: na<sup>C</sup>am. qalamana 'ahmar kamaan.  
                   'Yes, our pen(cil) is red too.'

Drill 10 Chain

Example: T : qalam ---- 'aşfar                    'pen(cil) ---- yellow'  
           S<sub>1</sub>: 'il-qalam 'aşfar.                    'The pen(cil) is yellow.'  
           T : ḡahabi                                'gold'  
           S<sub>2</sub>: laa. 'il-qalam mu/ 'aşfar. huwa ḡahabi.

No, the pen(cil) is not yellow. It is 'gold.'

- |                                     |  |
|-------------------------------------|--|
| 1. mooz ---- 'axḡar<br>'aşfar       | 9. filfel ---- 'azrag<br>'axḡar            |
| 2. beeḡinjaan ---- 'ahmar<br>'aswad | 10. tuffaah ---- 'aswad<br>'ahmar          |
| 3. baamya ---- şafra<br>xaḡra       | 11. qalam ---- ramaadi<br>ḡahabi           |
| 4. jihh ---- 'aşfar<br>'ahmar       | 12. kitaab ---- binni<br>burtaqaali        |
| 5. baṡṡiix ---- 'ahmar<br>'aşfar    | 13. beeḡ ---- 'abyaḡ<br>'abyaḡ wa 'ahmar   |
| 6. xyaar ---- 'abyaḡ<br>'axḡar      | 14. sayyaara ---- sooda<br>sooda w beeḡa   |
| 7. xass ---- binni<br>'axḡar        | 15. kursi ---- 'aşfar<br>'aşfar wa binni   |
| 8. fijel ---- ramaadi<br>'ahmar     | 16. filfel ---- 'axḡar<br>'axḡar wa 'ahmar |

Drill 11

The teacher gives two words, e.g., tuffaaha 'an apple' and hamra 'red'; the class gives the statement: haaḡi t-tuffaaha hamra 'This apple is red.'

- |                           |                         |
|---------------------------|-------------------------|
| 1. kitaab ---- burtaqaali | 11. baṡṡiix ---- 'ahmar |
| 2. baamya ---- xaḡra      | 12. baṡṡiixa ---- hamra |



- |                            |                            |
|----------------------------|----------------------------|
| 3. jihha ---- hamra        | 13. xyaara ---- kabiira    |
| 4. beeḍinjaan ---- 'aswad  | 14. xyaar ---- yaali       |
| 5. xass ---- 'axḍar        | 15. burtaqaal ---- raxiis  |
| 6. xyaar ---- 'axḍar       | 16. mooz ---- tayyeb       |
| 7. fijel ---- 'ahmar       | 17. gahwa ---- tayyeba     |
| 8. filfel ---- 'axḍar      | 18. tṣaay ---- 'aswad      |
| 9. xassa ---- xaḍra        | 19. sayyaara ---- binniyya |
| 10. beeḍinjaana ---- sooda | 20. kitaab ---- ramaadi    |

Drill 12 Transformation

Base Sentence: huwa yiftari laham kull yoom.

'He buys meat every day.'

- |              |                |
|--------------|----------------|
| 1. hiya      | 12. beeḍinjaan |
| 2. 'ana      | 13. huwa       |
| 3. hinna     | 14. 'ana       |
| 4. hum       | 15. 'atbax     |
| 5. burtaqaal | 16. huwa       |
| 6. battiix   | 17. hum        |
| 7. 'intum    | 18. nihna      |
| 8. 'inti     | 19. baamya     |
| 9. baamya    | 20. hiya       |
| 10. tuffaah  | 21. 'intin     |
| 11. hin      | 22. hin        |

Drill 13 Transformation

Base Sentence: huwa yihassel xyaar fi s-suug.

'He finds cucumbers in the market.'

- |           |           |                |
|-----------|-----------|----------------|
| 1. hiya   | 8. filfel | 15. beeḍinjaan |
| 2. 'intin | 9. baamya | 16. mooz       |

- |             |               |             |
|-------------|---------------|-------------|
| 3. 'ana     | 10. statement | 17. 'inti   |
| 4. 'inta    | 11. question  | 18. hin     |
| 5. fijel    | 12. hinna     | 19. jihh    |
| 6. xass     | 13. hum       | 20. battiix |
| 7. negative | 14. 'intum    | 21. tamaat  |

#### Drill 14 Variable Substitution

Base Sentence: 'ana 'ariid 'aftiri kitaab.

'I want to buy a book.'

- |             |                |            |
|-------------|----------------|------------|
| 1. daftar   | 8. titbax      | 15. 'aswad |
| 2. qalam    | 9. baamya      | 16. 'ahmar |
| 3. huwa     | 10. statement  | 17. hum    |
| 4. beet     | 11. beeḍinjaan | 18. 'inti  |
| 5. tamaat   | 12. hinna      | 19. 'inta  |
| 6. negative | 13. niḥassel   | 20. 'intum |
| 7. hin      | 14. huwa       | 21. hiya   |

#### Drill 15 Transformation

Change to the past:

1. hum yitbaxuun baamya wa laḥam kull yoom.
2. hinna ni/tiri xyaar il-yoom.
3. 'ana 'ariid 'aakil 'akel <sup>C</sup>arabi.
4. 'ana maa 'aftiri tuffaah li'an it-tuffaah yaali.
5. hiya tibya tiḥassel sayyaara jadiida.
6. 'inti triidiin taakiliin kabaab wa ṣalata, muḥ ṣahiih?
7. huwa yiriid yi/tiri baqlaawa.
8. hum yi/tiruun laḥam min is-suug.
9. 'ana 'aḥassel qalam 'ahmar.
10. 'intum ti/tiruun ḥalaaḥ kyaasaat <sup>C</sup>eeḥ kull yoom.

11. hiya ti/tiri <sup>C</sup>afar kyaasaat laham kull 'usbuu<sup>C</sup>.
12. hiya tihaassel baamya fi s-suug kull sahar.
13. 'inti tihaasseliin gahwa <sup>C</sup>arabiyya hunaak.
14. hiya titbax <sup>C</sup>eeɗ wa laham il-yoom.
15. 'ana 'atbax baamya wa laham kamaan.
16. 'inti titbaxiin beeɗinjaan wa tamaat.
17. huwa yihaassel kabaab fii haaɗa l-mat<sup>C</sup>am.
18. hum yihaasseluun kibbi wa baaba yannuuj hini.
19. 'inta ti/tiri baqlaawa min is-suug.
20. 'intum titbaxuun kibbi kull 'usbuu<sup>C</sup>.

#### Drill 16 Transformation

Change to the negative:

1. 'id-daxtoor jum<sup>C</sup>a 'ajaa min baydaad 'ams.
2. kariima 'istaraahat gabilma 'akalat.
3. 'il-banaat raahin 'ila l-madrassa s-subh.
4. darast <sup>C</sup>arabi saa<sup>C</sup>ateen 'ams il-masa.
5. 'il-'awlaad firbuu gahwa 'amrikaaniyya fi l-maktab.
6. 'inta lamma 'ajeet kunt juu<sup>C</sup>aan kaθiir.
7. hin saafin haaɗa l-filem gabil sanateen.
8. 'intin bayeetin taakilin kibbi wa hummos hunaak.
9. nihna 'iɗayalna fii s-sa<sup>C</sup>diyyaat θalaaθ sanawaat.
10. 'ana kunt ta<sup>C</sup>baan 'ams wa ridt 'aruuh 'anaam.
11. 'intum 'ajeetum ma<sup>C</sup> if-feex zaayed, tawiil il-<sup>C</sup>umr.
12. huwa raah 'ila l-bank wa sahab fuluus.
13. nihna ruhna 'ila l-jaami<sup>C</sup>a wa sufna mathaf il-jaami<sup>C</sup>a.
14. hiya <sup>C</sup>arafat keef taktib 'ismaha bi l-'ingliizi.
15. 'ana gult 'ariid 'aruuh 'ila daxtoor il-'asnaan.

Drill 17 Question - Answer

The following questions are based on the BASIC TEXT.

1. ween raahat feexa 'ams?
2. leef raahat feexa 'ila s-suug?
3. hal hiya raadat ti/tiri filfel 'aswad?
4. hal hiya raadat ti/tiri beeðinjaan 'ahmar?
5. feex faafat man fi s-suug?
6. ween kaanat raayeha 'amiina?
7. fuu 'amiina raadat ti/tiri?
8. man raad yi/tiri filfel 'axðar?
9. man raayeh yajii 'ila beet 'amiina?
10. hal il-baṭṭiix yaali l-yoom?
11. fuu loon it-tuffaah il-labnaani fi s-suug?
12. kam kiilo t-tuffaah?
13. leef it-tuffaah raxiis il-yoom?
14. hal fii mooz 'asfar fi s-suug?
15. fuu gaalat 'amiina <sup>C</sup>an il-mooz il-'axðar?
16. gabilma raahat feexa fuu gaalat 'amiina laha?
17. hal feexa raayeha taruuh <sup>C</sup>indahum fi l-beet?

## UNIT 20

## I. DIALOG

fi markaz il-buhuuθ

<sup>C</sup>ali: 'ana jaay min taraf il-hukuma. 'ajeet li'ajel  
'a/uuf ma/ruu<sup>C</sup>akum. hal mumkin trawwiinii l-ma/ruu<sup>C</sup>?

jamiil: haaθer. 'ahlan wa sahlān.

<sup>C</sup>ali: 'ana sama<sup>C</sup>t <sup>C</sup>an haaθa l-ma/ruu<sup>C</sup>, wa huwa ma/ruu<sup>C</sup> kabiir,  
mu/ sahiih?

jamiil: tab<sup>C</sup>an. haaθa huwa ma/ruu<sup>C</sup> 'abu θabi wa huwa taht  
'i/raaf jaami<sup>C</sup>at 'arizoona fii tuθaan. nihna kullana  
muhandisiin ziraa<sup>C</sup>iiyyiin wa mikanikiyyiin wa  
kiimawiiyyiin wa madaniyyiin.

<sup>C</sup>ali: /uu haθeel il-binaayaat?

jamiil: haaθi l-byuut 'ismaha bi l-<sup>C</sup>arabi mustanbataat, ya<sup>C</sup>nii  
griinhawziz bi l-'ingliizi. nihna nazra<sup>C</sup> fiiha  
nabaataat ya<sup>C</sup>nii fawaakeh wa xiθar, miθel it-tamaat wa  
l-malfuuf wa l-jizar wa l-luubya.

<sup>C</sup>ali: min ween tasguun haθeel in-nabaataat?

jamiil: nasgiiha min il-mayy il-maaleh 'illi yajii min il-baħar.  
il-mayy yajii fii haθeel il-pampaat.

<sup>C</sup>ali: wallaahi haaθa ma/ruu<sup>C</sup> kabiir wa mufiid. muwaffaqiin  
yaa sayyed jamiil. fii maanilla.

jamiil: ma<sup>C</sup> is-salaama. 'in/allā na/ufak ba<sup>C</sup>deen.

## II. TRANSLATION

## At the Research Center

Ali: I am sent by the government. I came to see your project.

Will you please show me the project?

Jim: All right. You are welcome.

Ali: I have heard about this project, and it's a big project, isn't it?

Jim: Certainly. This is the Abu Dhabi Project, and it is under the supervision of the University of Arizona in Tucson. We, all of us, are agricultural, mechanical, chemical, and civil engineers.

Ali: What are these buildings?

Jim: These houses are called "mustanbataat" in Arabic; i.e., "greenhouses" in English. We plant in them plants, i.e., fruits and vegetables, such as tomatoes, cabbage, carrots, and beans.

Ali: Where do you irrigate these plants from?

Jim: We irrigate them from the salt water which comes from the sea. The water comes into these pumps.

Ali: Gee! This is a big and useful project. Good luck, Mr. Jim. Good-bye.

Jim: Good-bye. See you later!

## III. VOCABULARY

markaz

center (m.)

buhuuθ

researches

jaay

coming (m.s.)

li'ajel

for the purpose of, for; in order to, to

min taraf	(from the side of) from; sent by
ma/ruu <sup>C</sup>	project (m.)
(hal) mumkin...?	Is it possible that...?
trawwiinii	you (m.s.) show me
sama <sup>C</sup> t ( <sup>C</sup> an)	I heard (about); I listened to; I heeded
tab <sup>C</sup> an	certainly; of course
taht	under
'i/raaf	supervision (m.)
mikaniiki	mechanical (m.)
kiimaawi	chemical (m.)
madani	civil (m.)
mustanbat	greenhouse (m.)
mustanbataat	greenhouses
ya <sup>C</sup> nii	that is to say; I mean...
nazra <sup>C</sup>	we plant
nabaat	plant (m.)
nabaataat	plants
fawaakeh	fruits
xiðar	vegetables
miðel, miðl	such as; like
malfuuf	cabbage (m.)
jizar	carrots (m.)
luubya	beans
tasguun	you (m.s.) water, irrigate
maaleh	salty (m.)
'illi	(relative pronoun) who, that; which; whom
bahar	sea (m.)

pamp	pump (f.)
pampaat	pumps
wallaahi	gee! by God!
mufiid	useful (m.)
muwaffaq	good luck

## IV. GRAMMAR

1. li'ajel 'to, in order to, so that; for, for the purpose of' can be followed by a clause or a phrase. Examples:

'ajeet li'ajel 'aakil. 'I came in order to eat,' or

'I came so that I may eat.'

'ajeet li'ajel il-'akel. 'I came for the food.'

ruht li'ajel 'a/rab gahwa. 'I went to drink coffee.'

ruht li'ajel il-gahwa. 'I went for the coffee.'

2. Verbs - Present Tense

These are the stems of the present tense verbs presented in this lesson: -rawwii- 'to show', -zra<sup>C</sup>- 'to plant,' and -sgii- 'to water, irrigate'. -rawwii- and -sgii- are conjugated like -jii- 'to come.'

Pronoun	Verb	Verb	Pronoun	Verb	Verb
huwa	yirawwii	yasgii	'intum	tirawwuun	tasguun
hum	yirawwuun	yasguun	'inti	tirawwiin	tasgiin
hiya	tirawwii	tasgii	'intin	tirawwin	tasgin
hin	yirawwin	yasgin	'ana	'arawii	'asgii
'inta	tirawwii	tasgii	nihna	nirawwii	nasgii

-zra<sup>C</sup> is conjugated like any other triradical verb.



### 3. Verbs - Past Tense

sama<sup>C</sup>- 'he heard; he listened to; he heeded' and zara<sup>C</sup>- 'he planted' are conjugated like any other regular triradical verb:

Pronoun	Verb	Verb	Pronoun	Verb	Verb
huwa	sama <sup>C</sup>	zara <sup>C</sup>	'intum	sama <sup>C</sup> tum	zara <sup>C</sup> tum
hum	sama <sup>C</sup> uu	zara <sup>C</sup> uu	'inti	sama <sup>C</sup> ti	zara <sup>C</sup> ti
hiya	sama <sup>C</sup> at	zara <sup>C</sup> at	'intin	sama <sup>C</sup> tin	zara <sup>C</sup> tin
hin	sama <sup>C</sup> in	zara <sup>C</sup> in	'ana	sama <sup>C</sup> t	zara <sup>C</sup> t
'inta	sama <sup>C</sup> t	zara <sup>C</sup> t	nihna	sama <sup>C</sup> na	zara <sup>C</sup> na

rawwaa- 'he showed' and sagaa- 'he watered, irrigated' are defective verbs. (See UNIT 16, V, 1) They are conjugated like bayaa- 'he wanted, liked' or 'ajaa- 'he came.'

Pronoun	Verb	Verb	Pronoun	Verb	Verb
huwa	rawwaa	sagaa	'intum	rawweetum	sageetum
hum	rawwu	saguu	'inti	rawweeti	sageeti
hiya	rawwat	sagat	'intin	rawweetin	sageetin
hin	rawwin	sagin	'ana	rawweet	sageet
'inta	rawweet	sageet	nihna	rawweena	sageena

### 4. Noun - Adjective Concord (See UNIT 3, VI, 4)

Adjectives in ADA are always post-nominal, and they always agree with the noun they modify in gender, number, and definiteness:

muhandis ziraa<sup>C</sup>i 'an agricultural engineer (m.)'  
 muhandiseen ziraa<sup>C</sup>iyyeen 'two agricultural engineers (m.)'  
 muhandisiin ziraa<sup>C</sup>iyyiin 'agricultural engineers (m.)'

muhandisa ziraa<sup>C</sup>iyya 'an agricultural engineer (f.)'

muhandisateen ziraa<sup>C</sup>iyyateen 'two agricultural engineers (f.)'

muhandisaat ziraa<sup>C</sup>iyyaat 'agricultural engineers (f.)'

5. ya<sup>C</sup>nii 'that is to say, I mean' is used in this lesson only in this sense. It is, however, a fully fledged verb with the stem -<sup>C</sup>nii- 'to mean'. It is conjugated like -jii- 'to come'. (See UNIT 7, VI, 2.)

6. The relative pronoun 'illi 'who, that; which; whom' is invariable. It does not change regardless of the gender, number, definiteness, or function of the antecedent. Examples:

'al-walad 'illi raah hunaak... 'The boy who went there..'

'al-'awlaad 'illi raahuu hunaak... 'The boys who went there...'

'al-bint 'illi raahat hunaak... 'The girl who went there...'

'al-banaat 'illi raahin hunaak... 'The girls who went there...'

'al-mayy 'illi raah hunaak... 'The water which went there...'

In the sentences above the subjects 'al-walad, 'al-'awlaad, 'al-bint, 'al-banaat, and al-mayy are the antecedents of the relative pronoun 'illi. They are in the nominative case because they are the subjects of the sentences. If the antecedent is in the accusative case, i.e., if it is the object of a transitive verb, then the verb following 'illi should have a suffixed (objective) pronoun referring back to the antecedent. Examples:

haaɖa huwa l-walad 'illi fufnaah fi s-suug.

'This is the boy whom we saw in the market.'

The suffixed (objective) pronoun -h is the object of fufna 'we saw' and it refers back to 'al-walad 'the boy.'

Other examples are:

haaḍi hiya l-bint 'illi fufnaaha fi s-suug.

'This is the girl (whom) we saw in the market.'

haḍeel hum il-'awlaad 'illi fufnaahum fi s-suug.

'These are the boys (whom) we saw in the market.'

haḍeel il-banaat 'illi fuftahin fi s-suug.

'These are the girls (whom) I, you (m.s.) saw in the market.'

7. muwaffaq! is used to mean 'Good luck!' It is inflected for gender and number. You say:

muwaffaq to a male,

muwaffaqa to a female,

muwaffaqiin to a group of males, and

muwaffaqaat to a group of females.

8. malfuuf 'cabbage' and jizar 'carrots' are collective nouns (See UNIT 9, VI., 1). The unit nouns derived from these two collective nouns are:

malfuufa 'a head of cabbage'

jizara 'a carrot'

## V. DRILLS

### Drill 1 Variable Substitution

Base sentence: 'ana jaay min bayruut. 'I am coming from Beirut.'

- |                    |                                 |
|--------------------|---------------------------------|
| 1. he              | 11. nihna                       |
| 2. she             | 12. the restaurant              |
| 3. 'abu ḍabi       | 13. the city                    |
| 4. the post office | 14. I                           |
| 5. I               | 15. I (f.)                      |
| 6. the greenhouse  | 16. the Ministry of Agriculture |
| 7. they (m.)       | 17. the Ministry of Health      |
| 8. the market      | 18. they (m.)                   |

- |                |                    |
|----------------|--------------------|
| 9. the sea     | 19. the greenhouse |
| 10. you (m.p.) | 20. he             |

Drill 2 Transformation

'ajeet 'a/uf il-ma/ruu<sup>C</sup> → 'ajeet li'ajel 'a/uf il-ma/ruu<sup>C</sup>.

'I came to see the project. → 'I came in order to see the project.'

- |                                |   |
|--------------------------------|---|
| 1. 'ajeet 'a/uf il-waziir.     | 14. 'ajeet 'aakil kibbi.                    |
| 2. 'ajeet 'a/uf il-baamya.     | 15. 'ajeet 'aakil kabaab.                   |
| 3. 'ajeet 'a/uf il-beeḍinjaan. | 16. 'ajeet 'aḥassel beet.                   |
| 4. 'ajeet 'a/uf il-xyaar.      | 17. 'ajeet 'aḥassel fuḡul.                  |
| 5. 'ajeet 'a/uf il-xass.       | 18. 'ajeet 'aḥassel filfel 'axḡar.          |
| 6. 'ajeet 'a/uf il-baṭṭiix.    | 19. 'ajeet 'aḥassel tuffaah 'aḡmar.         |
| 7. 'ajeet 'a/uf il-fijel.      | 20. 'ajeet 'aḥassel janta sooda.            |
| 8. 'ajeet 'a/uf il-filfel.     | 21. 'ajeet 'aḥassel baṭṭiix 'aḡfar.         |
| 9. 'ajeet 'aftirii jihh.       | 22. 'ajeet trawiini il-kitaab il-binni.     |
| 10. 'ajeet 'aftirii malfuuf.   | 23. 'ajeet trawiini il-qalam iḡ-ḡahabi.     |
| 11. 'ajeet 'aftirii jizar.     | 24. 'ajeet trawiini is-sinama l-jadiida.    |
| 12. 'ajeet 'aakil luubya.      | 25. 'ajeet trawiini markaz il-buḡuuḡ.       |
| 13. 'ajeet 'aakil hummoḡ.      | 26. 'ajeet azra <sup>C</sup> filfel 'axḡar. |

Drill 3 Transformation

hum 'ajuu ya/ufuun il-ma/ruu<sup>C</sup> → hum 'ajuu li'ajel  
ya/ufuun il-ma/ruu<sup>C</sup>.

'They came to see the project.' → 'They came in order to see the project.'

Use substitutions from Drill 2 above.

Drill 4 Transformation

hiya 'ajat ta/uf il-ma/ruu<sup>C</sup> → hiya 'ajat li'ajel ta/uf  
il-ma/ruu<sup>C</sup>.

'She came to see the project.' → 'She came in order to see the project.'

Use substitutions from Drill 2 above.

Drill 5 Transformation

rawiinii l-ma/ruu<sup>C</sup> → hal mumkin trawiinii l-ma/ruu<sup>C</sup>?

'Show me the project.' 'Will you please show me the project?'

1. rawiinii l-mustanbat il-kabiir.
2. rawiinii markaz il-buhuuθ.
3. rawiinii n-nabaataat.
4. rawiinii l-fawaakeh.
5. rawiinii l-baħar.
6. rawiinii l-pampaata.
7. xiðnii 'ila l-maṭaar.
8. xiðnii 'ila l-mustanbataat.
9. xiðnii 'ila l-'uteel.
10. xiðnii 'ila s-sinama.
11. xiðnii 'ila f-farika.
12. xiðnii 'ila wazaarat il-ma<sup>C</sup>aaref.
13. xiðnii 'ila l-binaaya.
14. xiðnii 'ila r-ra'iis.
15. 'a<sup>C</sup>ṭiinii burtaqaala sayiira.
16. 'a<sup>C</sup>ṭiinii baamya xaðra.
17. 'a<sup>C</sup>ṭiinii 'arba<sup>C</sup> kyaasaat <sup>C</sup>eeṣ.
18. 'a<sup>C</sup>ṭiinii darzan tuffaah labnaani.
19. fuufanii fii maktab mudiir il-markaz.
20. fuufanii ba<sup>C</sup>d iṣ-ṣaff.
21. fuufanii ba<sup>C</sup>d bukra ṣ-ṣubħ.
22. 'iftah lii l-baab haðáak.

23. 'iftah lii haaḍi l-janta l-binniyya.  
 24. 'aazen lii kiilo baamyā.  
 25. ḥassel lii qalam 'azrag.

### Drill 6 Transformation

Base sentence: huwa yisma<sup>C</sup> <sup>C</sup>an il-maḥruu<sup>C</sup>.

'He hears about the project.'

- |                     |                            |               |
|---------------------|----------------------------|---------------|
| 1. hiya             | 9. il-baamyā               | 17. nihna     |
| 2. 'ana             | 10. tizra <sup>C</sup> iin | 18. hiya      |
| 3. nihna            | 11. it-ṭamaat              | 19. il-'axḍar |
| 4. hum              | 12. malfuuf                | 20. luubya    |
| 5. il-waziir        | 13. il-jizar               | 21. hum       |
| 6. markaz il-buhuuθ | 14. il-filfel il-'aḥmar    | 22. 'inta     |
| 7. 'intum           | 15. huwa                   | 23. hin       |
| 8. 'inti            | 16. 'ana                   | 24. 'intin    |

### Drill 7 Transformation

Base sentence: 'intum tizra<sup>C</sup>uun il-mooz.

'You (m.p.) plant bananas.'

- |               |                   |                |
|---------------|-------------------|----------------|
| 1. hiya       | 9. il-jizar       | 17. il-baṭṭiix |
| 2. 'intin     | 10. il-baamyā     | 18. it-ṭamaat  |
| 3. 'ana       | 11. statement     | 19. huwa       |
| 4. 'inta      | 12. tasgii        | 20. 'inti      |
| 5. il-fijel   | 13. hum           | 21. tiḥtiri    |
| 6. il-malfuuf | 14. 'intum        | 22. hum        |
| 7. il-xass    | 15. il-beeḍinjaan | 23. hin        |
| 8. negative   | 16. hiya          | 24. 'intin     |

### Drill 8 Transformation

Change to the past:

1. huwa yisma<sup>C</sup> <sup>C</sup>an il-mustanbataat.  
 2. 'ana 'asma<sup>C</sup> <sup>C</sup>an markaz il-buhuuθ.

3. 'inta tizra<sup>C</sup> xiḍar fi l-mustanbat.
4. hin yizra<sup>C</sup>in fawaakeh fi l-markaz.
5. hal 'inta tasgii in-nabaataat kull yoom?
6. na<sup>C</sup>am. 'ana 'asgiihum kull yoom.
7. hiya maa tisma<sup>C</sup> kaḥiir li'an il-makiina tiṣṭayel.
8. hal 'intum tisma<sup>C</sup>uun <sup>C</sup>an fuylana?
9. na<sup>C</sup>am. nihna nisma<sup>C</sup> <sup>C</sup>an fuylakum kaḥiir.
10. hum maa yisma<sup>C</sup>uun is-sayyaara.
11. 'inti maa tisma<sup>C</sup>iin kalaam 'abuutʃ.
12. 'intin tizra<sup>C</sup>in luubya kull sana.
13. hal 'intum tizra<sup>C</sup>uun xass qariib min il-baḥar?
14. laa. nihna nizra<sup>C</sup> xass ba<sup>C</sup>iid ʃwayy <sup>C</sup>an il-baḥar.
15. hiya maa tizra<sup>C</sup> mooz fi ʃ-ʃita.
16. ḥamad yasgii l-malfuuf kull yoom.
17. ʃeexa maa tasgii t-tamaat iṣ-ṣubḥ.
18. hal 'intum tasguun il-fawaakeh ba<sup>C</sup>d iḍ-ḍuhr?
19. laa. ḥinna nasgii l-xiḍar ba<sup>C</sup>d iḍ-ḍuhr.
20. hal 'inta tisma<sup>C</sup> kalaam 'abuuk?
21. na<sup>C</sup>am. 'ana 'asma<sup>C</sup> kalaam 'abuuya wa 'asma<sup>C</sup> kalaam 'axuuya  
l-kabiir kamaan.

#### Drill 9 Combination

Examples: haaḍa walad. 'al-walad raah 'ila l-madrasa.

'This is a boy. The boy went to school.'

haaḍa huwa l-walad 'illi raah 'ila l-madrasa.

'This is the boy who went to school.'

1. haaḍa walad. 'al-walad 'iʃtara tamaat.
2. haaḍi mara. 'al-mara tabaxat <sup>C</sup>eeʃ wa laham.

3. haḍeel 'awlaad. 'al-'awlaad haṣṣaluu l-kitaab.
4. haḍeel muhandisiin. 'al-muhandisiin raahuu 'ila markaz il-buhuuθ.
5. haaḍi mu<sup>C</sup>allima. 'al-mu<sup>C</sup>allima raahat 'ila l-madrasa.
6. haaḍi sikriteera. 'aḡ-sikriteera katabat il-maktuub.
7. haḍeel mu<sup>C</sup>allimiin. 'al-mu<sup>C</sup>allimiin 'ajuu min al-kweet.
8. haaḍa musaa<sup>C</sup>ed. 'al-musaa<sup>C</sup>ed haṭṭ il-janṭa fi l-maktab.
9. haaḍa rajil. 'ar-rajil habb il-gahwa l-<sup>C</sup>arabiyya kaḍiir.
10. haḍeel 'awlaad. 'al-'awlaad 'akaluu baqlaawa.
11. haaḍa mudiir. 'al-mudiir kaan fi l-<sup>C</sup>een.
12. haaḍa walad if-feex. walad if-feex ṣaar waziir.
13. haaḍi bint ir-ra'iis. bint ir-ra'iis takallamat 'ams.
14. haaḍi bint. 'al-bint bayat taakil kibbi fi l-maṭ<sup>C</sup>am.
15. haaḍa muhandis ziraa<sup>C</sup>i. 'al-muhandis iz-ziraa<sup>C</sup>i yiriid yiṭṭayel ma<sup>C</sup>na.
16. haḍeel muhandisiin kiimaawiyiin. 'al-muhandisiin il-kiimaawiyiin yiriiduun ya/uufuun il-mustanbat.
17. haḍeel muhandisiin mikaniikiyyiin. 'al-muhandisiin il-mikaniikiyyiin yibyuun yaaruuhuun 'ila l-garaaj.
18. haaḍa walad. 'al-walad fataḥ id-darii/a.
19. haaḍa musaa<sup>C</sup>ed. 'al-musaa<sup>C</sup>ed zara<sup>C</sup> il-baṭṭiix.
20. haḍeel ṭayyaaraat. 'aṭ-ṭayyaaraat kaanuu fi l-maṭaar.

#### Drill 10 Combination

Combine the following sentences:

haaḍa walad. 'ana fuṭṭ il-walad fi s-suug.

'This is a boy. I saw the boy in the market.'

haaḍa huwa l-walad illi fuṭṭah fi s-suug.

'This is the boy (whom) I saw in the market.'



1. haaða beeðinjaan. huwa tabax il-beeðinjaan 'ams.
2. haaði sayyaara. huwa 'iftara s-sayyaara.
3. haaði baamyā. hiya tabaxat il-baamyā l-yoom.
4. haðeel muhandisiin. 'ana fuft il-muhandisiin fi l-markaz.
5. haðeel banaat. hiya 'axaðat il-banaat 'ila l-madrassa.
6. haðeel 'awlaad. hinna 'axaðna l-'awlaad hunaak.
7. haaði fuluus. hiya sahabat il-fuluus min il-bank.
8. haaða xyaar. 'ana haşşalt il-xyaar fi s-suug.
9. haaða daftar. huwa haţţ id-daftar <sup>C</sup>ala t-teebeel.
10. haaða laham. 'ana iftareet il-laḥam min is-suug.
11. haaði dariifa. huwa fataḥ id-dariifa 'ams.
12. haaði dariifa. hiya fataḥat id-dariifa 'ams.
13. haðeel daraayef. huwa bannad id-daraayef 'ams.
14. haaði sayyaara. huwa 'iftara s-sayyaara l-'usbuu<sup>C</sup> il-maaði.
15. haaði burtaqaala. 'ana 'akalt il-burtaqaala.
16. haaði tuffaaha. 'ana a<sup>C</sup>teet it-tuffaaha 'ila <sup>C</sup>abdalla.
17. haðeel madaares. hinna fufna l-madares is-sana l-maaðiya.
18. haaða dars sa<sup>C</sup>b. hinna darasna d-dars.
19. haaði gahwa <sup>C</sup>arabiyya. hinna <sup>C</sup>amalna l-gahwa.
20. haaða kitaab. hinna katabna l-kitaab bi l-<sup>C</sup>arabi.

#### Drill 11 Transformation

Follow the example:

Example: T: haaða beet. 'This is a house.'

S: haaða beet.

T: beet

S: beet ya<sup>C</sup>nii house bi l-'ingliizi.

1. haaḍa mustanbat.
2. haḍeel mustanbataat.
3. haaḍi pamp.
4. haḍeel pampaat.
5. haaḍa muhandis madani.
6. haaḍa nabaat.
7. haḍeel nabaataat.
8. haaḍa bahar.
9. haaḍa maḥruu<sup>C</sup> mufiid.
10. haaḍi muḥkila sa<sup>C</sup>ba.
11. ḥuu loon il-qalam?
12. huwa kaan yiḥtayel ma<sup>C</sup> il-hukuuma.
13. hiya maa kaan <sup>C</sup>indaha waqt.
14. 'ana a<sup>C</sup>teetak il-kitaab.
15. 'a<sup>C</sup>tiini il-kursi l-'asfar.
16. muwaffaq yaa ḥamad.
17. muwaffaqa yaa saara.
18. nazzel il-makiina taht.
19. wallaahi maa <sup>C</sup>indii fuluus.
20. haaḍa l-walad miḥl 'axuuh.
21. loon il-qalam ḥahabi.
22. <sup>C</sup>indana l-yoom xams ḥuyuuuf.
23. niḥna ḥabbena l-xyaar.
24. 'ana 'a<sup>C</sup>teet jihh 'ila ṣadiiqii.
25. laa taḥiil il-janta s-sooda.
26. waahed min il-<sup>C</sup>arab.

## UNIT 21

## I. DIALOG

fi l-mustanbat

<sup>C</sup>ali: marhaba yaa sayyed jamiil.jamiil: marhabateen yaa sayyed <sup>C</sup>ali. 'ahlan wa sahan. keef is-sihha?<sup>C</sup>ali: al-hamdu lillaah. 'allaah yisallmak.jamiil: haaða l-mustanbat 'illi jiddaamak huwa "al-mustanbat raqam waahed", wa huwa 'akbar mustanbat fii haaða l-mafruu<sup>C</sup>.<sup>C</sup>ali: guul li yaa sayyed jamiil, keef darajat il-haraara daaxel il-mustanbat?jamiil: darajat il-haraara mu/ <sup>C</sup>aalya kaθiir--hawaali xamsa w sab<sup>C</sup>iin 'ila θamaaniin daraja farenhayt.<sup>C</sup>ali: keef ir-ruṭuuba n-nisbiyya fi d-daaxel?jamiil: 'ir-ruṭuuba n-nisbiyya mu/ <sup>C</sup>aalya kaθiir. 'a<sup>C</sup>la fwayy min ruṭuubat il-jaww. 'infalla fahamt fwayy <sup>C</sup>an il-mafruu<sup>C</sup>.<sup>C</sup>ali: na<sup>C</sup>am. wallaahi haaða zeen. fukran yaa sayyed jamiil.jamiil: <sup>C</sup>afwan. ma<sup>C</sup> is-salaama.<sup>C</sup>ali: 'allaah yisallmak.

## II. TRANSLATION

At the Greenhouse

Ali: Hello, Mr. Jamiil!

Jamiil: Hello, Mr. Ali! You are welcome. How are you?

Ali: Thanks to God. May God keep you safe.

Jamiil: This greenhouse which is in front of you is

"Greenhouse No. 1." It is the biggest greenhouse in this project.

Ali: Tell me, Mr. Jamiil, how is the temperature inside the greenhouse?

Jamiil: The temperature isn't very high. It is about 75-80°F.

Ali: How is the relative humidity inside?

Jamiil: The relative humidity isn't very high. It is a little higher than the relative humidity of the atmosphere. I hope you have learned a little about the project.

Ali: Yes. Gee, this is fine. Thanks, Mr. Jamiil.

Jamiil: You're welcome. Good-bye.

Ali: Good-bye.

### III. VOCABULARY

yisallem	he protects; he keeps safe
jiddaam	in front of
raqam	number (m.)
'akbar	(with foll. noun) the biggest, the largest
guul li	say to me; tell me
haraara	heat (f.)
daraja	degree; step (f.)
darajat il-haraara	temperature (f.)
<sup>c</sup> aalii	high (m.)
<sup>c</sup> aalya	high (f.)
'ir-rutuuba n-nisbiyya	relative humidity (f.)
'id-daaxel	the inside (m.)
'a <sup>c</sup> la (min)	higher (than)
'il-jaww	the atmosphere
fahamt	you (m.s.) I, understood

## IV. ADDITIONAL VOCABULARY

'il-xaarej	the outside (m.)
sallem <sup>c</sup> ala	send my (or our) regards to
wara, xalf	behind
foog	up; above
taht	under; below
ḡayṭ	pressure (m.)
'ahtaaj	I need
'aḡayyek	I check
'afham	I understand

## V. GRAMMAR

1. Verbs - Present Tense

The stems of the three present tense verbs presented in this lesson are: -htaaj- 'to need', -ḡayyek- 'to check', and -fham- 'to understand.' Their conjugations are regular.

2. Verbs - Past Tense

faham 'he understood' is the only past tense presented in this lesson. The past tense stem of -ḡayyek- 'to check' is ḡayyak 'he checked' which is conjugated like any other tri-radical verb. Below is a chart showing the conjugations of these two past tense verbs.

Pronoun	Verb	Verb	Pronoun	Verb	Verb
huwa	faham	ḡayyak	'intum	_____um	_____um
hum	_____uu	_____uu	'inti	_____ti	_____ti
hiya	_____at	_____at	'intin	_____tin	_____tin
hin	_____in	_____in	'ana	_____t	_____t
'inta	_____t	_____t	nihna	_____na	_____na

### 3. Adjectives - Comparative and Superlative

#### a. Comparative

i. Most comparative adjectives are formed from the positive (simple) form of the adjective according to the pattern 'aC<sub>1</sub>C<sub>2</sub>aC<sub>3</sub>. Example:

naḍiif 'clean'      'anḍaf 'cleaner' (See Drill 3a  
of this lesson)

ii. Positive adjectives ending in -ii form their comparatives according to the pattern 'aC<sub>1</sub>C<sub>2</sub>a.

Example: yaalii 'expensive'      'ayla 'more expensive'

(See Drill 3b of this lesson)

iii. Some positive adjectives form their comparative forms by post-posing 'akḥar 'more' to the positive form.

All color adjectives fall into this group. Examples:

ḍaruuri 'necessary'      ḍaruuri 'akḥar 'more necessary'

(See Drill 3c of this lesson)

The comparative should be followed by min to express

Comparative + than in English. Example:

haaḍa l-walad 'atwal min haḍaak. 'This boy is taller  
than that.'

#### b. Superlative

The superlative is formed either by making the comparative definite, in which case there should be complete agreement:

'al-walad il-'akbar 'the oldest, biggest boy'

or by pre-posing the comparative to the noun. The resultant phrase comparative Adj. + N. is a construct phrase. We will concentrate on this latter pattern of forming superlatives since it has a higher frequency of occurrence in ADA;

furthermore, there is no noun-adjective concord. Examples:

'atwal walad	'the tallest boy'
'ajmal bint	'the most beautiful girl'
'ajmal banaat	'the most beautiful girls'
'atwal 'awlaad	'the tallest boys'
'atwal binteen	'the tallest (two) girls'

Neither the comparative form nor the superlative form is inflected for gender or number. Examples:

walad 'atwal	'a taller boy'
bint 'atwal	'a taller girl'
'aṣṣar walad	'the smallest, youngest boy'
'aṣṣar bint	'the smallest, youngest girl'

4. daaxel 'inside', xaarej 'outside' and xalf, wara 'behind' are prepositions in ADA:

daaxel il-beet	'inside the house'
xaarej il-mustanbat	'outside the greenhouse'
xalf il-binaaya	'behind the building'

They can also function as nouns, in which case they should take the article prefix. Examples:

fi id-daaxel	'in the inside'
min id-daaxel	'from the inside'
'ila l-xaarej	'to the outside'
min il-xalf	'from behind'
min il-wara	'from behind'
'ila l-xalf	'backwards'
'ila l-wara	'backwards'
fi l-xalf	'at the back'

## VI. DRILLS

Drill 1 Repetition

- |   |   |
|---|---|
| 1. 'ana 'asallem <sup>C</sup> aleeh.      | 12. hiya tisallem <sup>C</sup> aleena.      |
| 2. 'ana 'asallem <sup>C</sup> aleehum.    | 13. hiya tisallem <sup>C</sup> alayy.       |
| 3. 'ana 'asallem <sup>C</sup> aleeha.     | 14. hiya tisallem <sup>C</sup> aleetf.      |
| 4. 'ana 'asallem <sup>C</sup> aleehin.    | 15. 'inta tisallem <sup>C</sup> aleehum.    |
| 5. 'ana 'asallem <sup>C</sup> aleek.      | 16. 'inta tisallem <sup>C</sup> aleeha.     |
| 6. 'ana 'asallem <sup>C</sup> aleekum.    | 17. 'inti tisallemiin <sup>C</sup> aleehum. |
| 7. 'ana 'asallem <sup>C</sup> aleetf.     | 18. 'inti tisallemiin <sup>C</sup> aleehin. |
| 8. 'ana 'asallem <sup>C</sup> aleekin.    | 19. huwa yisallem <sup>C</sup> aleena.      |
| 9. hum yisallemuun <sup>C</sup> aleek.    | 20. huwa yisallem <sup>C</sup> aleekum.     |
| 10. hum yisallemuun <sup>C</sup> aleekum. | 21. hin yisallemin <sup>C</sup> alehin.     |
| 11. hiya tisallem <sup>C</sup> aleeh.     | 22. 'intin tisallemin <sup>C</sup> aleehin. |

Drill 2 Transformation

Example:

huwa yaguul marḥaba 'ilak. huwa yisallem <sup>C</sup>aleek.

'He says, "Hi," to you (m.s.) 'He sends his regards to you.'

1. 'ana 'aguul marḥaba 'ilak.
2. hiya taguul marḥaba 'ilak.
3. hiya taguul marḥaba 'ilha.
4. hiya taguul marḥaba 'ilhum.
5. hiya taguul marḥaba 'ilna.
6. hiya taguul marḥaba 'ilkum.
7. huwa yaguul marḥaba 'ilhin.
8. huwa yaguul marḥaba 'ilhum.
9. huwa yaguul marḥaba 'ilna.
10. hum yaguuluun marḥaba 'ilkum.
11. hum yaguuluun marḥaba 'ilkin.



12. hum yaguuluun marḥaba 'ilah.
13. hum yaguuluun marḥaba 'ilak.
14. 'ana 'aguul marḥaba 'ilah.
15. 'ana 'aguul marḥaba 'ilha.
16. 'ana 'aguul marḥaba 'ilhum.
17. ḥinna naguul marḥaba 'ilhum.
18. niḥna naguul marḥaba 'ilkum.
19. ḥinna naguul marḥaba 'ilha.
20. niḥna naguul marḥaba 'ilhin.
21. 'inta taguul marḥaba 'ilhum.
22. 'inti taguuliin marḥaba 'ilah.

### Drill 3 Repetition

Example: rateb → 'artab 'humid → more humid'

- |    |                     |                     |                     |                     |
|----|---------------------|---------------------|---------------------|---------------------|
| a. | naḍiif              | anḍaf               | jadiid              | 'ajdad              |
|    | wasex               | 'awsax              | qadiim              | 'aqdam              |
|    | kabiir              | 'akbar              | qaṣiir              | 'aqṣar              |
|    | kaḥiir              | 'akḥar              | ṭawiil              | 'aṭwal              |
|    | ṣayiir              | 'aṣyar              | ḍa <sup>C</sup> iif | 'aḍ <sup>C</sup> af |
|    | jamiil              | 'ajmal              | qariib              | 'aqrab              |
|    | ba <sup>C</sup> iid | 'ab <sup>C</sup> ad | raxiis              | 'arxaṣ              |
|    | sa <sup>C</sup> iid | 'as <sup>C</sup> ad | ṭayyeb              | 'aṭyab              |
| b. | yaalii              | 'ayla               |                     |                     |
|    | qawii               | 'aqwa               |                     |                     |
|    | <sup>C</sup> aalii  | 'a <sup>C</sup> la  |                     |                     |
| c. | ḍaruuri             | ḍaruuri 'akḥar      |                     |                     |
|    | mufiid              | mufiid 'akḥar       |                     |                     |
|    | 'ahmar              | 'ahmar 'akḥar       |                     |                     |

'asfar            'asfar 'akθar  
'aswad           'aswad 'akθar

#### Drill 4 Transformation

- |  |  |
|--|--|
| <sup>C</sup> indaha hijra naḡiffa.       | 'uxtaha <sup>C</sup> indaha hijra 'anḡaf.                        |
| 'She has a clean room.                   | 'Her sister has a cleaner room.'                                 |
| 1. <sup>C</sup> indaha beet kabiir.      | 10. <sup>C</sup> indaha <sup>C</sup> aayla sa <sup>C</sup> iida. |
| 2. <sup>C</sup> indaha fullus kaθiira.   | 11. <sup>C</sup> indaha makiina qawiyya.                         |
| 3. <sup>C</sup> indaha maktab naḡiif.    | 12. <sup>C</sup> indaha bint ḡa <sup>C</sup> iifa.               |
| 4. <sup>C</sup> indaha kursii waṣex.     | 13. <sup>C</sup> indaha qalam yaali.                             |
| 5. <sup>C</sup> indaha walad ṣayiir.     | 14. <sup>C</sup> indaha maktab qariib.                           |
| 6. <sup>C</sup> indaha qalam jamiil.     | 15. <sup>C</sup> indaha mooz raxiis.                             |
| 7. <sup>C</sup> indaha kitaab jadiid.    | 16. <sup>C</sup> indaha 'akel ṭayyeb.                            |
| 8. <sup>C</sup> indaha sayyaara qadiima. | 17. <sup>C</sup> indaha ṣaff ḡaruuri.                            |
| 9. <sup>C</sup> indaha teebeel qasiira.  | 18. <sup>C</sup> indaha kitaab mufiid.                           |

#### Drill 5 Transformation

T gives three words, two nouns and an adjective.

S uses the two nouns and the comparative form of the adjective.

Example: T: walad - bint - ṣayiir 'boy - girl - young'

S: 'al-walad 'aṣyar min il-bint.

'The boy is younger than the girl.'

- |                                   |  |
|-----------------------------------|--|
| 1. maktab - ṣaff - naḡiif         | 11. <sup>C</sup> ali - saalem - qawii                  |
| 2. hijra - maktab - waṣex         | 12. ḡamad - <sup>C</sup> abdalla - ḡa <sup>C</sup> iif |
| 3. bint - walad - kabiir          | 13. nyuu york - detrayt -<br>ba <sup>C</sup> iid       |
| 4. tuffaah - burtaqaal - kaθiir   | 14. landan - maser - qariib                            |
| 5. beeḡinjaan - jihḡ - ṣayiir     | 15. taxi - baas - yaali                                |
| 6. bayruut - 'al-qaahira - jamiil |  |

- |   |                               |
|---|-------------------------------|
| 7. sayyaarati - sayyaaratak -<br>jadiid | 16. burtaqaal - mooz - yaali  |
| 8. 'al-quds - bayruut - qadiim          | 17. talavizyoon-raadyo-mufiid |
| 9. 'abuuya - 'abuuk - qaṣiir            | 18. ṣaff - suṣul - ḍaruuri    |
| 10. 'axuuha - 'axuuya - ṭawiil          | 19. kabaab - kibbi - ṭayyeb   |
| ( <u>'ahsan min</u> 'better than')      | 20. sayyaara-ṭayyaara-zeen    |

### Drill 6 Transformation

T gives the positive form of the adjective;  $S_1$  gives the comparative, and  $S_2$  gives the superlative.

Example: T: haaḍa l-walad ṭawiil. 'This boy is tall.'

$S_1$ : haaḍa l-walad aṭwal min haḍaak il-walad.

'This boy is taller than that boy.'

$S_2$ : haaḍa 'aṭwal walad. 'This is the tallest boy.'

- |   |   |
|---|---|
| 1. haaḍa l-maktab naḍiif.                             | 12. haaḍi s-sayyaara qawiyya.             |
| 2. haaḍi l-bint kabiira.                              | 13. haaḍa r-rajil ḍa <sup>C</sup> iif.    |
| 3. haaḍi l-janta ṣayiira.                             | 14. haaḍi l-madiina ba <sup>C</sup> iida. |
| 4. haaḍi l-fuluus kaḍiira.                            | 15. haaḍi l-jaami <sup>C</sup> a qariiba. |
| 5. haaḍi madiina jamiila.                             | 16. haaḍa l-laḥam raxiis.                 |
| 6. haaḍa l-mayy waṣex.                                | 17. haaḍi l-xiḍar yaalya.                 |
| 7. haaḍi l-binaaya jadiida.                           | 18. haaḍa l-hummos ṭayyeb.                |
| 8. haaḍa l-mudiir qadiim.                             | 19. haaḍi l-fawaakeh ḍaruuriyya.          |
| 9. haaḍi l-bint qaṣiira.                              | 20. haaḍa l-kitaab zeen.                  |
| 10. haaḍi t-teebeḷ ṭawiila.                           | 21. haaḍi s-sayyaara zeena.               |
| 11. haaḍi l- <sup>C</sup> aayla sa <sup>C</sup> iida. | 22. haaḍa r-rajil sa <sup>C</sup> iid.    |

### Drill 7 Transformation

Example: a<sup>C</sup>ṭiini kitaabii. 'Give me my book!'

T: hum 'they (m.)'

S: a<sup>C</sup>ṭiihum kitaabahum. 'Give them (m.) their book!'

- |          |           |          |
|----------|-----------|----------|
| 1. hiya  | 6. hiya   | 11. hin  |
| 2. hinna | 7. hin    | 12. hum  |
| 3. 'ana  | 8. 'intin | 13. huwa |
| 4. huwa  | 9. 'ana   | 14. hin  |
| 5. hum   | 10. nihna | 15. 'ana |

Drill 8 Transformation

Example: guul li. 'say to me; tell me'

T: hum 'they (m.)'

S: guul lahum 'Say to them; tell them'

- |          |           |               |
|----------|-----------|---------------|
| 1. hiya  | 6. hiya   | 11. hin       |
| 2. hinna | 7. hin    | 12. hum       |
| 3. 'ana  | 8. huwa   | 13. huwa      |
| 4. hin   | 9. 'ana   | 14. they (f.) |
| 5. hum   | 10. nihna | 15. I         |

Drill 9 Transformation

a. Example: 'i<sup>C</sup>mal li gahwa 'Make coffee for me.'

T: huwa 'he'

S: 'i<sup>C</sup>mal lah gahwa. 'Make coffee for him.'

- |          |           |           |
|----------|-----------|-----------|
| 1. hiya  | 6. hiya   | 11. hin   |
| 2. hinna | 7. hin    | 12. hum   |
| 3. 'ana  | 8. huwa   | 13. huwa  |
| 4. huwa  | 9. 'ana   | 14. nihna |
| 5. hum   | 10. nihna | 15. 'ana  |

b. Repeat with 'iftah li l-baab. 'Open the door for me.'

Drill 10 Variable Substitution

Base Sentence: 'ana fahamt il-kalaam.

'I understood the talk.'

- |                |               |                |
|----------------|---------------|----------------|
| 1. 'inta       | 8. negative   | 15. 'inti      |
| 2. hiya        | 9. hinna      | 16. huwa       |
| 3. hum         | 10. 'intum    | 17. feexa      |
| 4. mhammad     | 11. 'araftum  | 18. il-'awlaad |
| 5. 'amiina     | 12. statement | 19. 'ana       |
| 6. 'il-'awlaad | 13. question  | 20. hin        |
| 7. 'ana        | 14. 'intin    | 21. 'intum     |

### Drill 11 Substitution

a. 'ana ahtaaj musaa<sup>C</sup>ed. 'I need an assistant.'

- |                          |                              |
|--------------------------|------------------------------|
| 1. engineer              | 11. employee                 |
| 2. mechanical engineer   | 12. government employee      |
| 3. agricultural engineer | 13. lot of money             |
| 4. chemical engineer     | 14. salt                     |
| 5. civil engineer        | 15. salty water              |
| 6. fruits                | 16. green pepper             |
| 7. vegetables            | 17. black pepper             |
| 8. beans and cabbage     | 18. green cucumbers and meat |
| 9. pump                  | 19. blue car                 |
| 10. carrots              | 20. red car                  |

b. Change 'ana 'I' to huwa 'he', hum 'they (m.)' and hiya 'she'.

### Drill 12 Question - Answer

Group 1 asks the question: ween (il-)...? 'Where is (the)....?'

Group 2 answers the question: (il-)... + the prepositional phrase the teacher gives.

Change groups at mid-point.

Example: T: 'il-mudiir 'the director'

Group: ween il-mudiir? 'Where is the director?'

T: fi l-maktab 'in the office'

Group<sub>2</sub>: 'il-mudiir fi l-maktab. 'The director is in the office.'

- |   |                                |
|---|--------------------------------|
| 1. 'it-tamaat                           | fi l-mustanbat                 |
| 2. 'il-ma <sup>f</sup> ruu <sup>c</sup> | fi s-sa <sup>c</sup> diyyaat   |
| 3. 'il-qalam                            | taht il-kitaab                 |
| 4. 'il-pamp                             | foog il-makiina                |
| 5. 'is-sayyaara                         | jiddaam il-maktab              |
| 6. 'il-mudiir                           | xaarej il-maktab               |
| 7. 'il-mu <sup>c</sup> allim            | jiddaam is-saff                |
| 8. 'is-sayyaara                         | wara l-maktab                  |
| 9. 'il-binaaya                          | wara maktab il-bariid          |
| 10. 'il-garaaj                          | taht il-binaaya                |
| 11. 'il-'uteel                          | jiddaam il-mat <sup>c</sup> am |
| 12. 'il-'awlaad                         | xaarej is-saff                 |
| 13. 'il-leet                            | foog il-makiina                |
| 14. 'it-talifoon                        | <sup>c</sup> ala t-teebel      |
| 15. 'il-mu <sup>c</sup> allim           | ma <sup>c</sup> il-'awlaad     |

### Drill 13 Writing Drill

Fill in the correct preposition.

- 'il-mu<sup>c</sup>allim (wara, jiddaam, foog) is-saff.
- 'il-kitaab (min, fii, <sup>c</sup>ala, 'ila) it-teebel.
- hum yitkallamuun (<sup>c</sup>an, <sup>c</sup>ala, taht) is-sikriteer.
- 'ana 'agdar 'aktib 'ismii (bi, fii, min) l-<sup>c</sup>arabi.
- huwa saafar 'ila 'abu <sup>o</sup>abi (bi, <sup>c</sup>ala, 'ila) t-tayyaara.
- halhiin is-saa<sup>c</sup>a <sup>c</sup>a<sup>f</sup>ara. 'ana halhiin <sup>c</sup>indii su<sup>y</sup>ul.  
'a<sup>f</sup>uufak (gabel, fii, ba<sup>c</sup>d) is-saa<sup>c</sup>a <sup>c</sup>a<sup>f</sup>ara.

7. 'il-yoom maa fii tayyaara 'ila poorto pinyaasko. bukra maa yigdaruun yaruuhuun hunaak li'an <sup>C</sup>indahum fuyul kaθiir. mumkin hum yaruuhuun 'ila poorto pinyaasko (<sup>C</sup>ala, fii, gabel, ba<sup>C</sup>d) bukra.
8. 'il-garaaj muḥ foog il-binaaya. huwa (jiddaam, daaxel, xaarej, taht) il-binaaya.
9. huwa raah 'ila bayruut min landan. huwa 'aja ('ila, min, <sup>C</sup>ala) landan.
10. halhiin is-saa<sup>C</sup>a θna<sup>C</sup>ḥ iḍ-ḍuhr. 'ana raayeh 'aḥuuf il-mudiir is-saa<sup>C</sup>a waaheda (ba<sup>C</sup>d, gabel, fii) iḍ-ḍuhr.

Drill 14 Repetition

1. huwa yiḥayyek darajat il-ḥaraara kull yoom.
2. huwa yiḥayyek iḍ-ḍayt kull yoom.
3. hum yiḥayyekuun ir-ruṭuuba n-nisbiyya.
4. hum raayehiin yiḥayyekuun darajat il-ḥaraara bukra ḥ-ḥubḥ.
5. 'inta raayeh tiḥayyek il-makiina ba<sup>C</sup>d nuṣṣ saa<sup>C</sup>a.
6. 'inta raayeh tiḥayyek il-pamp daaxel il-mustanbat.
7. 'intum tiḥayyekuun iḍ-ḍayt kull saa<sup>C</sup>a.
8. 'ana laazem 'aḥayyek iḍ-ḍayt kull rub<sup>C</sup> saa<sup>C</sup>a.
9. 'ana laazem 'aḥayyek ir-ruṭuuba n-nisbiyya halhiin.
10. hiya raayeha tiḥayyek iḍ-ḍayt ba<sup>C</sup>deen.
11. hiya raayeha tiḥayyek il-makiina.
12. hiya raahat tiḥayyek darajat haraarat il-mustanbat.
13. 'ana ruht 'aḥayyek mayy il-baḥar.
14. huwa raah yiḥayyek mayy il-baḥar.
15. hum raahuu yiḥayyekuun mayy il-baḥar.

Drill 15 Variable Substitution

'ana ruḥt li'ajel 'aṣtiri ṭamaat. 'I went to buy tomatoes.'

- |                      |                            |                       |
|----------------------|----------------------------|-----------------------|
| 1. laḥam             | 11. il-mustanbat           | 21. taṣuufuun il-xass |
| 2. <sup>C</sup> eeṣ  | 12. hiya                   | 22. 'ana              |
| 3. xass              | 13. 'inti                  | 23. 'il-baṭṭiix       |
| 4. filfel 'aswad     | 14. tizra <sup>C</sup> iin | 24. 'il-beeḍinjaan    |
| 5. filfel 'axḍar     | 15. xyaar                  | 25. huwa              |
| 6. baamyā            | 16. 'intum                 | 26. salma             |
| 7. 'ila s-suug       | 17. 'ana                   | 27. mḥammad wa ḥamad  |
| 8. hum               | 18. 'il-'awlaad            | 28. il-luubya         |
| 9. 'inta             | 19. jihḥ                   | 29. il-jizar          |
| 10. <sup>C</sup> ali | 20. 'intum                 | 30. il-malfuuf        |

Drill 16 Repetition - Addition

Example: T: 'ana ruḥt 'aṣtiri kitaab. 'I went to buy a book.'

S: ṭab<sup>C</sup>an 'inta ruḥt tiṣtiri kitaab. 'ana ruḥt  
'aṣtiri kitaab kamaan. 'Of course you (m.s.)  
went to buy a book. I went to buy a book too.'

- 'ana ruḥt li'ajel aṣuuf 'ummii.
- huwa raah li'ajel yizra<sup>C</sup> ṭamaat.
- hiya miḥl 'abuuha.
- 'ana sama<sup>C</sup>t <sup>C</sup>an il-maṣruu<sup>C</sup>.
- hinna sama<sup>C</sup>na <sup>C</sup>an il-jaami<sup>C</sup>a.
- 'ana 'asma<sup>C</sup> kalaam 'abuuya.
- hum zara<sup>C</sup>uu beeḍinjaan il-'usbuu<sup>C</sup> il-maaḍi.
- huwa min ṭaraf il-ḥukuuma.
- hum ṭabaxuu <sup>C</sup>eeṣ wa laḥam.
- hiya ṭabaxat kibbi 'ams.



11. huwa i/tara sayyaara 'ams.
12. hum sahabuu fuluusahum min il-bank.
13. hiya darasat <sup>C</sup>arabi sanateen.
14. nihna <sup>C</sup>arafna 'ism il-waziir.
15. huwa maa kaan juu<sup>C</sup>aan ams.

Drill 17 Question - Answer

Example: T: (hal) mumkin ta<sup>C</sup>tiini fuluus?

'Will you please give me (some) money?'

S: 'ana mit'assef. wallaahi maa <sup>C</sup>indii fuluus.

'I am sorry. Gee, I don't have any money.'

('ana mit'assef 'I'm sorry')

1. mumkin ta<sup>C</sup>tiinii qalam?
2. mumkin ta<sup>C</sup>tiinii beeḍ?
3. mumkin ta<sup>C</sup>tiinii malfuuf?
4. mumkin ta<sup>C</sup>tiinii jizar?
5. mumkin ta<sup>C</sup>tiina luubya?
6. mumkin ta<sup>C</sup>tiina fawaakeh?
7. mumkin ta<sup>C</sup>tiina /wayy gahwa?
8. mumkin ta<sup>C</sup>tiha <sup>C</sup>i/riin doolar?
9. mumkin ta<sup>C</sup>tiha xams kyaasaat <sup>C</sup>eeḥ?
10. mumkin ta<sup>C</sup>tiha kiilo /akar?
11. mumkin ta<sup>C</sup>tiikum is-sayyaara?
12. mumkin ta<sup>C</sup>tihiin fijel?
13. mumkin ta<sup>C</sup>tiikum sittmiyat diinaar?
14. mumkin ta<sup>C</sup>tihiin tis<sup>C</sup>iin doolar?
15. mumkin ta<sup>C</sup>tiinii baqlaawa?

Drill 18 Translation

1. This project is under the supervision of the University.
2. This is the man who came with us.
3. This is the woman who came with us.
4. This is the man (whom) we saw there.
5. This is the woman (whom) we saw there.
6. These are the boys (whom) we saw there.
7. These are the girls (whom) we saw there.
8. This girl looks like her father.
9. This house is like the house which we bought last year.
10. Good luck, Mohammad!
11. Good luck, Miryam!
12. Good luck, boys!
13. This is a greenhouse. I mean mustanbat in Arabic.
14. This is Greenhouse No. 1.
15. What is the number of this greenhouse?

## UNIT 22

## I. BASIC TEXT

## qissat juha

'ismii <sup>C</sup>abd ir-rahmaan. 'ana min <sup>C</sup>ammaan fi l-'urdun.  
 halhiin 'adrus fii jaami<sup>C</sup>at teksas fii ostin. 'adrus 'ingliizi  
 hawaali 'arba<sup>C</sup> saa<sup>C</sup>aat kull yoom. saarlil 'adrus 'ingliizi  
 hawaali 'arba<sup>C</sup> 'a/hur. ba<sup>C</sup>dma 'axalles min il-'ingliizi 'ariid  
 'adrus sihha fii haa*di* l-jaami<sup>C</sup>a. ba<sup>C</sup>deen--mumkin ba<sup>C</sup>d 'arba<sup>C</sup>  
 'aw xams siniin--'abya 'arja<sup>C</sup> 'ila baladi wa 'a/tayel ma<sup>C</sup>  
 il-hukuuma fii wazaarat is-sihha.

gabilma 'ajeet 'ila 'amriika kunt 'a/tayel mu<sup>C</sup>allim ma<sup>C</sup>  
 wazaarat il-ma<sup>C</sup>aaref. kunt 'adarres <sup>C</sup>arabi fii madrasat  
 'awlaad sayiira. kaan fuylii sa<sup>C</sup>b ka*thiir* wa maa kaanuu yidfa<sup>C</sup>uun  
 lii fuluus ka*thiira*.

<sup>C</sup>indii sadiiq 'ismah sa<sup>C</sup>iid. sa<sup>C</sup>iid yadrus handasa fii  
 jaami<sup>C</sup>at 'arizoonaa fii tuusaan. gabel /ahreen ruht 'azuur  
 sadiiqi sa<sup>C</sup>iid fii tuusaan. saafart bi t-tayyaara. lamma  
 wasalt fii tuusaan 'istaqbalnii sadiiqii wa <sup>C</sup>aayiltah fi  
 l-mataar.

fii tuusaan /ufna jaami<sup>C</sup>at 'arizoonaa wa mathaf jaami<sup>C</sup>at  
 'arizoonaa. ba<sup>C</sup>deen ruhna 'ila s-sinama wa /ufna filem bi  
 l-<sup>C</sup>arabi 'ismah "'rajil wa mara'." kaan il-filem zeen.

ba<sup>C</sup>dma raja<sup>C</sup>na min is-sinama sadiiqii gaal lii "'ana <sup>C</sup>indii  
 qissa <sup>C</sup>an juha. hal 'inta tariid tisma<sup>C</sup>ha?" gult: "na<sup>C</sup>am.  
 'ariid 'asma<sup>C</sup>ha. 'ana 'ahibb qisas juha."  
 gaal: fii yoom min il-'ayyaam juha takallam ma<sup>C</sup> in-naas wa  
 gaal lahum: hal ta<sup>C</sup>rifuun /uu 'ariid 'aguul lakum?

gaaluu: laa. nihna maa na<sup>C</sup>ref.

gaal: zeen. 'iða maa ta<sup>C</sup>rifuun, 'iðan jahlakum 'ahsan lakum. wa ba<sup>C</sup>deen raah.

ba<sup>C</sup>d 'ayyaam qaliila juha raja<sup>C</sup> wa gaal 'ila n-naas:

hal ta<sup>C</sup>rifuun 'illi 'ariid 'aguulah lakam?

gaaluu: na<sup>C</sup>am. na<sup>C</sup>ref.

gaal: zeen. 'iða kuntum ta<sup>C</sup>rifuun, 'iðan ma<sup>C</sup>rifatakum 'ahsan lakum. wa ba<sup>C</sup>deen raah.

ba<sup>C</sup>d 'ayyaam qaliila juha raja<sup>C</sup> 'ila n-naas wa gaal

lahum: hal ta<sup>C</sup>rifuun fuu raayeh 'aguul?

nuss in-naas gaal: "na<sup>C</sup>am." wa n-nuss iθ-θaani

gaal: laa

ðahak juha wa gaal:

'iðan 'illi yi<sup>C</sup>ref minkum yaguul 'ila 'illi maa yi<sup>C</sup>ref.

wa raah.

## II. TRANSLATION

### Juha's Story

My name is Abdul Rahman. I am from Amman in Jordan. I am now studying at Texas University in Austin. I study English about four hours daily. I have been studying English for four months. After I have finished with (studying) English, I want to study hygiene at this university. Later, probably in four or five years, I want to go back to my country and work for the government in the Ministry of Health.

Before I came to America, I was working as a teacher for the Ministry of Education. I was teaching Arabic at a small boys' school. My work was hard, and they did not pay me a lot of money.

I have a friend whose name is Said. Said is studying engineering at the University of Arizona in Tucson. Two months ago I went to visit my friend, Said, in Tucson. I traveled by plane. When I reached Tucson, my friend and his family received me at the airport.

In Tucson we saw the University of Arizona and the University of Arizona Museum. Then we went to the movies and saw a movie in Arabic, the name of which is "A Man and a Woman." The movie was good.

After we came back from the cinema, my friend said to me: "I have a story about Juha. Do you want to listen to it?" I said, "Yes, I like to listen to it. I like stories about Juha." He said, "One day, Juha spoke to the people and said to them:

"Do you know what I want to say to you?"  
They said: "No, we don't know."  
He said: "Fine. If you don't know, your ignorance is better for you." And he went away.

In a few days, Juha came back to the people and said to them: "Do you know what I am going to say to you?"  
They said: "Yes, we do."  
He said: "Fine. If you know, your knowledge is better for you." And he went away. In a few days, Juha returned to the people and said: "Do you know what I am going to say?" Half of the people said, "Yes," and the other half said, "No." Juha laughed and said: "Then he who knows tells the one who doesn't know."  
And he went away.

## III. VOCABULARY

'a/hur	(pl. of <u>ḡahar</u> ) months
'adarres	I teach
handasa	engineering; geometry (f.)
'azuur	I visit
wasalt	I reached, arrived at (in)
'istaqbalnii	he received me
mathaf	museum (m.)
qisṣa	story (m.)
qisās	(pl. of qisṣa) stories
fii yoom min il-'ayyaam	once upon a time
naas	people (m.)
'iḡa	if
jahl	ignorance (m.)
ma <sup>c</sup> rifa	knowledge, knowing (f.)
ḡahak	he laughed
'iḡan	therefore, so

## IV. ADDITIONAL VOCABULARY

'il-'amrikaan	the Americans (m.)
muusiiqa	music (f.)
maktaba	library (f.)
mariiḡ	patient, sick person (m.)
maktuub	letter (m.)
sa'al	he asked
talavizyoon	TV (m.)
raadyoo	radio (m.)
'axbaar	news items; news
ḡayy	something, thing (m.)

## V. GRAMMAR

1. In UNIT 16, V., 2 it was pointed out that gabilma 'before' and ba<sup>C</sup>dma 'after' introduce time clauses, but not phrases. Examples were given with past tense verbs. Here are examples with present tense verbs and more examples with past tense verbs:

gabilma 'atkallam laazem 'a<sup>C</sup>ref il-mu/kila.

'Before I speak, I must know the problem.'

ba<sup>C</sup>dma yaruuh 'ila l-beet yistariih fwayy.

'After he goes home, he rests for a while.'

gabilma darasat <sup>C</sup>arabi 'i/tarat kitaab.

'Before she studied Arabic, she bought a book.'

ba<sup>C</sup>dma <sup>C</sup>araf il-mu/kila takallam.

'After he knew the problem, he spoke.'

ba<sup>C</sup>dma sakanna hunaak sanateen habbeena l-balad.

'After we had lived there for two years, we liked the country.'

2. Verbs - Present Tense

Five present tense verbs are presented in this lesson. Their stems are: -darres- 'to teach', -wsal- 'to reach, arrive at (in)', -ḡhak- 'to laugh', -s'al- 'to ask' and -zuur- 'to visit.'

3. Verbs - Past Tense

The past tense stems of the verbs in 2. above are: darras- 'he taught', wasal- 'he reached, arrived at (in)', ḡhak- 'he laughed', sa'al- 'he asked' and zaar- 'he visited.' The conjugation of the first four is regular. zaar- 'he

visited' is conjugated like gaal- 'he said.' (See UNIT 16, V, 1.)

huwa	zaar	'he visited'	'intum	zurtum
hum	zaaruu		'inti	zurti
hiya	zaarat		'intin	zurtin
hin	zaarin		'ana	zurt
'inta	zurt		nihna	zurna

4. Sometimes the relative pronoun 'illi 'who, that; which; whom' is used without an antecedent to give the sentence in which 'illi is used a generalized meaning or a proverbial connotation. 'illi in this usage means 'he who.' The verb following 'illi is third person singular:

'illi yidrus yifham. 'He who studies understands.'

'illi yi<sup>C</sup>ref yaguul 'ila 'illi maa ya<sup>C</sup>ref.

'He who knows tells the one who doesn't know.'

'illi yiḡhak 'aaxer fayy yiḡhak 'ahsan fayy.

'He who laughs last laughs best.'

## VI. DRILLS

### Drill 1 Variable Substitution

Base sentence: saar'li 'adrus 'ingliizi fahar.

'I have been teaching English for a month.'

- |               |                  |                   |
|---------------|------------------|-------------------|
| 1. you (m.s.) | 6. siḡha         | 11. one year      |
| 2. they (m.)  | 7. 'il-'amrikaan | 12. two years     |
| 3. they (f.)  | 8. 12 months     | 13. 5 years       |
| 4. 2 months   | 9. 11 months     | 14. work          |
| 5. 5 months   | 10. 3 months     | 15. fii 'abu ḡabi |



16. 10 months	21. 10 days	26. 12 years
17. faatma	22. 11 days	27. 3 years
18. saalem	23. 100 days	28. 3 months
19. 'awlaadi	24. 7 days	29. 3 days
20. 20 months	25. hinna	30. 11 days

### Drill 2 Variable Substitution

Base sentence: 'ana 'adarres <sup>C</sup>arabi. 'I teach Arabic.'

1. salma	6. il-muhandisiin	11. yuusef
2. nihna	7. 'inti	12. hum
3. il-mu <sup>C</sup> allimiin	8. 'intin	13. hin
4. handasa	9. shiha	14. 'inta
5. 'intum	10. 'isbanyooii	15. hiya

### Drill 3 Double Substitution

'ana	'azuur	il-jaami <sup>C</sup> a. 'I visit the university.'
<sup>C</sup> ali		'il-mathaf.
saaleh		'il-mustanbat
'in-naas		'il-ma <sup>C</sup> ruu
'in-naas		'il-madiina
'il-muhandisiin		markaz il-buhuuθ
'il-muhandes il-kiimaawi		markaz il-buhuuθ
'il-muhandes il-mikaniiki		markaz il-buhuuθ
'il-muhandes il-madani		'il-binaaya
'intum		'il-mathaf
'il-'awlaad		'il-mathaf
maryam		madrasat il-banaat
'ummi		madrasat il-banaat
'abuuya		madrasat il-'awlaad

'uxti	sadiiqataha
'axuuya	aṣḍiqaa'ah

Drill 4 Double Substitution

a.

ba<sup>C</sup>dma 'axalles

'ariid 'aruuh hunaak.

'After I finish,

I want to go there.'

'awṣal

'aṣuuf ṣadiiqi

'atbax

'aakil

'adarres

'aṣrab gahwa

'ajii hini

'aṣuufak

'azuur il-mathaf

'astariih

'awṣal il-'uteel

'atkallam ma<sup>C</sup>ak'asma<sup>C</sup> il-qissa

'aḍḥak

'azuur il-mariid

'arja<sup>C</sup> 'ila l-beet

'awṣal il-beet

'asma<sup>C</sup> muusiqa'azra<sup>C</sup> il-luubya

'asgiiha

'azra<sup>C</sup> in-nabaataat

'asgiiha

'aṣayyek iḍ-ḍayt

'aṣuufak

'afham il-muṣkila

'aguul lak

'asma<sup>C</sup> il-kalaam

'aṣuufak

'aḥaṣṣel fuluss

'aruuh ma<sup>C</sup>ak

'aṣtari beet

'askin fiih

'atbax kibbi

'aṣtiri laham

b.

gabilma 'axalles ṣuylii

'abya 'aruuh hunaak.

'Before I finish my work,

I like to go there.'

'aruuh min hini

'a<sup>C</sup>ref il-muṣkila.

'azuur il-mathaf	'azuur il-maktaba
'adarres <sup>C</sup> arabi	'ahassel kitaab
'aruuh hunaak	'anaam fwayy
'awsal il-beet	'aftiri tuffaah
'azuur il-mariiḡ	'a <sup>C</sup> ref il-waqt
'asma <sup>C</sup> ir-raadyoo	'aktib maktuub
'aḡhak ma <sup>C</sup> ak	'a <sup>C</sup> ref leef
'asaafer	'axalles fuylī

#### Drill 5 Double Substitution

a.

ba <sup>C</sup> dma yixalles fuylah	yiriid yaruuh hunaak.
'After he finishes his work,	he wants to go there.'

Use substitutions from Drill 4 a. above.

b.

gabilma tixalles fuylaha	tibya tḡruuh hunaak.
'Before she finishes her work,	she wants to go there.'

Use substitutions from Drill 4 b. above.

#### Drill 6 Repetition

a.

ba <sup>C</sup> dma xallas if-fuyl	raah hunaak.
'After he had finished his work,	he went there.'
raah min hini	<sup>C</sup> araf il-mu/kila.
'akal	'istaraah fwayy
'ajaa hini	<sup>C</sup> amal gahwa
fatah il-baab	bannad id-darii/a
'iftara s-sayyaara	ista <sup>C</sup> malha
nimt	'akalt
fayyalt il-makiina	fayyakt iḡ-ḡayt

katabat il-maktuub  
 sakanuu fi l-beet  
 raja<sup>C</sup>na  
 fahamat il-mu/kila  
 hassalt beet

'i/tarat qalam  
 dafa<sup>C</sup>uu fuluus  
 xallasna /uylana  
 takallamat  
 sakant fiih

b.

ba<sup>C</sup>dma şirt mariið  
 'After I became sick,  
 sama<sup>C</sup>t <sup>C</sup>an il-ma/ruu<sup>C</sup>  
 zara<sup>C</sup>t it-ṭamaat  
 ṭabaxuu  
 i/tareena sayyaara  
 saafarat

nimt fi l-musta/ffa.  
 I slept in the hospital.'  
 ruht 'a/uufah  
 sageetha  
 'akaluu  
 ista<sup>C</sup>malnaaha  
 /aafat il-mathaf

c.

ba<sup>C</sup>dma 'akaltum  
 'After you (m.p.) had eaten,  
 /uft it-talavizyoon sa<sup>C</sup>ateen nimt.  
 /aaf il-mudiir  
 haṭteena l-fuluus fi l-bank  
 darasuu <sup>C</sup>arabi  
 /riht il-gahwa l-<sup>C</sup>arabiyya

'istarahtum.  
 you rested.'  
 takallam ma<sup>C</sup>ah.  
 saafarna.  
<sup>C</sup>arafuu keef yiktibuun  
 habbeetha

### Drill 7 Substitution

Substitute for mu<sup>C</sup>allim 'teacher' the following items:

a. gabilma 'ajeet kunt 'aftayel mu<sup>C</sup>allim.

'Before I came, I was working as a teacher.'

- |             |                      |                          |
|-------------|----------------------|--------------------------|
| 1. muhandes | 3. muhandes maḍani   | 5. musaa <sup>C</sup> ed |
| 2. mudiir   | 4. muhandes kiimaawi | 6. sikriteer             |



'intum	'il-mathaf
il-'awlaad	'il-mathaf
salma	madrasat il-banaat
'abuuya	madrasat il-'awlaad
'axuuya	'asdiqaa'ah
'ana	'asdiqaa'ii

### Drill 10 Transformation

Change to the past:

1. 'ana 'adarres <sup>C</sup>arabi xams marraat fi l-'usbuu<sup>C</sup>.
2. huwa yidarres 'ingliizi bas.
3. hum yazuuruun mathaf jaami<sup>C</sup>at 'arizoonā.
4. maryam tidarres <sup>C</sup>arabi 'ila l-'amrikaan.
5. 'inta tazuur il-mariiḡ fi l-mustafā.
6. hinna nazuur il-mariiḡ fi l-mustafā.
7. yuusef yiwsal bukra is-saa<sup>C</sup>a <sup>C</sup>afara l-masa.
8. hum yiwsaluun tuusaan ba<sup>C</sup>d fahreen.
9. huwa yiḡhak lamma yitkallam ma<sup>C</sup> in-naas.
10. hal 'intum taḡhakuun?
11. jamiila taḡhak lamma tisma<sup>C</sup> qissat juha.
12. 'il-'awlaad yiḡhakuun lamma yisma<sup>C</sup>uun qissat juha.
13. 'ana kamaan aḡhak lamma 'asma<sup>C</sup> qissat juha.
14. haḡeel il-mu<sup>C</sup>allimiin yidarrisuun siḡha.
15. hal 'inti tidarrisiin handasa?
16. 'inta maa tidarres handasa kull yoom.
17. huwa yazuur il-mudiir fi l-maktab.
18. 'inti tazuuriin il-mu<sup>C</sup>allima fi l-madrassa.
19. 'ana 'azuur il-maktaba bukra.
20. hal 'intum tazuuruun il-mariiḡ kull yoom?

Drill 11 Repetition

a.

1. 'iða 'inta taruuh hunaak ta/uuf il-mathaf.
2. 'iða hiya tadrus <sup>C</sup>arabi ta<sup>C</sup>ref titkallam <sup>C</sup>arabi.
3. 'iða hum yisma<sup>C</sup>uun il-qissa yiðhakuun kaθiir.
4. 'iða 'inta ta/uufah laa titkallam ma<sup>C</sup>ah.
5. 'iða ta/uufahum laa taguul lahum fayy.
6. 'iða 'inta juu<sup>C</sup>aan laazem taakil.
7. 'iða huwa yi/rab biira kaθiir yiθiir mariið.
8. 'iða 'inta tajii bukra 'a/uufak 'in/faallah.
9. 'iða 'intin ta/uufin 'axuuya sallemmin <sup>C</sup>aleeh.
10. 'iða 'intum ta/uufuun <sup>C</sup>aayiltii sallemuu <sup>C</sup>aleehum.

b. Translate:

1. If you (m.s.) see them, please send them my regards.
2. If you (f.s.) come with me, we will have coffee in the restaurant.
3. If you (f.p.) go to Abu Dhabi, you must see my friend.
4. If she is tired, she can rest here.
5. If you (m.p.) hear Juha's story, you will laugh a lot.
6. If it is hot and humid in the summer, I can't go there.
7. If you (m.s.) like to come with me, you are welcome.
8. If the book is very expensive, I can't buy it.
9. If he wants to study Arabic, he is welcome.
10. If you (f.p.) find a book about the Middle East, you must buy it.

Drill 12 Deduction

Deduce from the statement the teacher gives what fits the meaning: Examples:

T: huwa maa 'akal il-yoom. 'He has not eaten today.'

S: 'iðan huwa juu<sup>C</sup>aan. 'Therefore, he is hungry.'

T: 'ana ta<sup>C</sup>baan kaθiir. 'I am very tired.'

S: 'iðan laazem tistariih. 'Therefore, you (m.s.) have to rest.'

1. huwa maa 'ajaa 'ams.
2. 'ana maa 'iftayalt il-yoom.
3. maryam juu<sup>C</sup>aana kaθiir.
4. şadiiqii saalem mariið.
5. haaði l-bint darasat <sup>C</sup>arabi sanateen.
6. it-ṭayyaara maa waşalat.
7. şaarlii 'adrus <sup>C</sup>arabi sanateen.
8. haaði s-sayyaara 'ahsan min haðiitf.
9. haðeel il-'awlaad laazem yaʃuufuun it-ṭabiib.
10. 'in-naas maa ya<sup>C</sup>rifuun ʃuu juha yariid yaguul lahum.
11. 'in-naas ya<sup>C</sup>rifuun ʃuu yariid juha yaguul lahum.
12. <sup>C</sup>abdalla maa 'ajaa 'ila ş-şaff 'ams.
13. salma fi l-mustaʃfa.
14. 'ana maa katabt maktuub 'ila 'abuuya.
15. darajat il-ḥaraara <sup>C</sup>aalya l-yoom.
16. 'il-'awlaad maa fahamuu.
17. 'il-jaww haarr il-yoom.
18. 'ana raayeh 'ila 'abu ḍabi l-yoom.
19. zawijtii ṭabaxat 'akel <sup>C</sup>arabi.
20. 'abuhum mariið fi l-mustaʃfa.

### Drill 13 Double Substitution

'illi yinaam

yistariih.

'He who sleeps

rests.'

yiftayel

yaaxið fuluus.

yadrus <sup>C</sup>arabi

yi<sup>C</sup>ref yitkallam <sup>C</sup>arabi

yiftayel 'ahsan

yaaxið fuluus 'akθar



yaruuh hunaak	ya <u>ʃ</u> uuf il-mustanbat
ḡahak	faham il-q <u>iṣṣa</u>
daras	<sup>C</sup> araf kull <u>ʃ</u> ayy
ʃaaf it-talavizyoon	sama <sup>C</sup> il- <u>'axba</u> ar
yazuur il-mariiḡ	yaaxiḡ ma <sup>C</sup> ah <u>ʃ</u> ayy
yiḡhak <u>'aaxer</u> <u>ʃ</u> ayy	yi <sup>C</sup> ref kull <u>ʃ</u> ayy
yihibb in-naas	<u>'in-naas</u> yiḡhibbuunah
yaruuh fi d-daaxel	yi <sup>C</sup> ref kam ir-ru <u>tuuba</u>
yi/ayyek iḡ-ḡayt	yaguul lak
taht	yigdar yaguul lak

#### Drill 14 Combination

##### Examples:

haaḡa walad. 'il-walad kaan mariiḡ.

'This is a boy. The boy was sick.'

haaḡa huwa l-walad 'illi kaan mariiḡ.

'This is the boy who was sick.'

haaḡi bint. 'ana darrast il-bint <sup>C</sup>arabi.

'This is a girl. I taught the girl Arabic.'

haaḡi hiya l-bint 'illi darrastaha <sup>C</sup>arabi.

'This is the girl (whom) I taught Arabic.'

1. haaḡi mara. 'il-mara zaarat il-mathaf.
2. haaḡi bint. 'ana zurt il-bint fi l-beet.
3. haaḡa rajil. 'ir-rajil wasal min 'abu ḡabi 'ams.
4. haaḡi bint. 'il-bint zara<sup>C</sup>at beeḡinjaan.
5. haaḡi bint. 'ana darrast il-bint <sup>C</sup>arabi.
6. haaḡa muhandis. 'il-muhandis yi/ayyek il-makiina.
7. haaḡa muhandis. 'il-muhandis yi/tari in-nabaataat.

8. haaḍi mara. 'il-mara titbax 'akel tayyeb.
9. haaḍa sikriteer. 'ana fuft is-sikriteera fi l-maktab.
10. haaḍi bint. 'il-bint raayeha tadrus fi l-jaami<sup>C</sup>a.
11. haḍeel muhandisiin. 'il-muhandisiin raayehiin yiftayeluun taht 'i/raaf il-hukuuma.
12. haaḍa mu<sup>C</sup>allim. il-mu<sup>C</sup>allim a<sup>C</sup>taanii kitaab <sup>C</sup>arabi.
13. haaḍa mu<sup>C</sup>allim. il-mu<sup>C</sup>allim darrasnii <sup>C</sup>arabi sanateen.
14. haaḍa mudiir. il-mudiir <sup>C</sup>amal il-ma/ruu<sup>C</sup>.
15. haaḍa waziir. il-waziir zaar il-bahreen.

#### Drill 15 Substitution

S<sub>1</sub> substitutes a suffixed pronoun for the noun in the following sentences. S<sub>2</sub> makes a response.

Example: T: sallem <sup>C</sup>ala mhammad. 'Send my regards to Mohammad.'

S<sub>1</sub>: sallem <sup>C</sup>aleeh. 'Send him my regards.'

S<sub>2</sub>: 'allah yisallmak. 'May God keep you (m.s.) safe.'

- |   |   |
|---|---|
| 1. sallem <sup>C</sup> ala <sup>C</sup> abdalla.          | 11. sallem <sup>C</sup> ala 'ummak.                     |
| 2. sallem <sup>C</sup> ala l- <sup>C</sup> aayla.         | 12. sallem <sup>C</sup> ala <sup>C</sup> aayiltak.      |
| 3. sallem <sup>C</sup> ala l-'awlaad.                     | 13. sallem <sup>C</sup> ala l-banaat.                   |
| 4. sallem <sup>C</sup> ala hamad.                         | 14. sallem <sup>C</sup> ala l-mudiir.                   |
| 5. sallem <sup>C</sup> ala f-/feex zaayed.                | 15. sallem <sup>C</sup> ala l-mu <sup>C</sup> allim.    |
| 6. sallem <sup>C</sup> ala id-daxtoor jum <sup>C</sup> a. | 16. sallem <sup>C</sup> ala l-'asdiqa.                  |
| 7. sallem <sup>C</sup> ala feexa.                         | 17. sallem <sup>C</sup> ala l- <sup>C</sup> aayla.      |
| 8. sallem <sup>C</sup> ala salma.                         | 18. sallem <sup>C</sup> ala saalem.                     |
| 9. sallem <sup>C</sup> ala saaleh.                        | 19. sallem <sup>C</sup> ala <sup>C</sup> abd ir-rahmaan |
| 10. sallem <sup>C</sup> ala 'abuuk.                       | 20. sallem <sup>C</sup> ala salmaan.                    |

#### Drill 16 Translation

1. This is greenhouse No. 3.
2. What is the number of your house?

3. What is the number of the engine which is inside?
4. Inside the greenhouse the relative humidity is high. It is higher than the humidity outside. I mean more than the humidity of the atmosphere.
5. This pencil is better than that pencil.
6. But this pencil is the best.
7. These houses are better than those houses.
8. I want the best thing.
9. We need a car so that we can go to the sea.
10. The sea is rather salty.
11. Please show me the new book you bought.
12. I can't show you that book because I gave it to the director.
13. This boy looks like his father.
14. This project is under the supervision of the government.
15. This project which is under the supervision of the Ministry of Agriculture is useful.
16. Good luck, Mohammad!'
17. Good luck, Nancy!'
18. I said to them, "Good luck to you all!"
19. What's the news today? I don't have any news.
20. I like to watch TV and listen to some music before I write a letter to my friend who works in the library.

Drill 17    Reproduction

Tell Juha's story as related in this lesson.

## ARABIC - ENGLISH GLOSSARY

'aakil	I eat	'adrus	I study
'aaxer	the last	'afham	I understand
'aazen	(imper.) weigh!	('ana) 'agdar	(I) can...
'abu ḍabi	Abu Dhabi	'ahibb	I like, love
'abuu	father (m.)	'ahmar (f. <u>hamra</u> )	red
'abuuha	her father	'ahsan	better
'abuuya	my father	'ahtaaj	I need
'abyaḍ (f. <u>béeḍa</u> )	white	'ajaa	he came
'a <sup>C</sup> jabathum	they (m.p.) liked it (f.s.)	'ajii	I come
'a <sup>C</sup> jabatk	you (m.s.) liked it (f.s.)	'akalna	we ate
'a <sup>C</sup> jabatkum	you (m.p.) liked it (f.s.)	'akbar	(with foll. N) the biggest; the oldest; the largest
'a <sup>C</sup> jabatna	we liked it	'akil	food (m.)
'a <sup>C</sup> jabatnii	I liked it	'aktib	I write
'a <sup>C</sup> la (min)	higher (than)	'al-	(article prefix) the
'a <sup>C</sup> taa	he gave	'al-'aḥad	Sunday
'a <sup>C</sup> teet	I gave	'al-'aḥad	last Sunday
'a <sup>C</sup> tii	(imper.) give!	il-maaḍi	
'adarres	I teach	'al-'arba <sup>C</sup> a	Wednesday
'adfa <sup>C</sup>	I pay	'al-'iṯneen	Monday
		'al-'urdun	Jordan (f.)
		'al-'usbuu <sup>C</sup> il-maaḍi	last week
		'al- <sup>C</sup> iraaq	Iraq (f.)

'al-jazaa'ir	Algeria (f.)	'ashab	I withdraw (money); I pull
'al-kweet	Kuwait (f.)	'askin	I live, dwell
'allaah	God (m.)	'as-sana l-maaḍiya	last year
'al-mayreb	Morocco (m.)	'aswad (f. <u>sooda</u> )	black
'al-qaahira	Cairo (f.)	'aṣḍiqaa'ii	my friends (m.)
'al-quds	Jerusalem (f.)	'aṣfar (f. <u>safra</u> )	yellow
'al-xaliij 'il- <sup>c</sup> arabi	the Arabian Gulf (m.)	'aṣ-seef	summer (m.)
'al-xamiis	Thursday	'aṣayyek	I check
'al-yoom	today	'aḥhur	(pl. of <u>fahar</u> ) months
'amriika	America (f.)	'aḥ-fahr il-maaḍi	last month
'amrikaani	American (m.)	'aḥ-fita	winter (m.)
'ams	yesterday	'atkallam	I speak, talk
'ams il-masa	yesterday evening	'atbax	I cook
'ams is-subḥ	yesterday morning	'aḥ-ḥalaaḥa	Tuesday
'ams iḍ-ḍuhr	yesterday at noon	'aw	or (conj.)
'ana	I	'awlaad	(pl. of <u>walad</u> ) boys; children; sons
'anaam	I sleep	'awwal	first (m.)
'arba <sup>c</sup> a	four	'axalles	I finish, complete
'arba <sup>c</sup> iin	forty	'axbaar	news items; news
'arba <sup>c</sup> miya	four hundred	'axḍar (f. <u>xaḍra</u> )	green
'arba <sup>c</sup> ta <sup>c</sup> f	fourteen	'axuu	brother (m.)
'ariid	I want, like	'axuuya	my brother

'ayya	what, which	'imaara	emirate, sheikhdom (f.)
'ayyaam	(pl. of <u>yoom</u> ) days	'im/ii	(imper.) walk!
'azrag (f. <u>zarga</u> )	blue	'ingliizi	English (lang.)
'azuur	I visit	'in/faalla	If God wills
'id-daaxel	the inside (m.)	'inta	you (m.s.)
'iftah	(imper.) open!	'inti	you (f.s.)
'iiraan	Iran, Persia (f.)	'intin	you (f.p.)
'ikil	(imper.) eat!	'ir-ruṭuuba	relative humidity (f.)
'iktib	(imper.) write!	n-nisbiyya	
'il-'amrikaan	the Ameri- cans (m.)	'isbanyooli	Spanish (lang.) a Spaniard
'ila	(prep.) to	'ishab	(imper.) pull!
'ilak	to you, for you (m.s.)	'ism	name (m.)
'il- <sup>c</sup> arab	the Arabs (m.)	'ismah lii	excuse me (m.)
'il-jaww	the atmos- phere (m.)	'ista <sup>c</sup> mel	(imper.) use!
'illaa rub <sup>c</sup>	quarter to	'istaqbalnii	he received me
'illii	(relative pronoun) who, that; which; whom	'istarahna	we rested
'il-masa	the evening (m.); in the evening	'istriih	(imper.) take a rest!
'il-xaarej	the outside (m.)	'is-ṣahiih	the truth (m.)
		'i/raaf	supervision (m.)
		'iṣ-ṣarq il-'awsat	the Middle East (m.)
		'is-ṣubh	in the morning; morning (m.)
		'iṣṭayal	he worked
		'itfaḍḍal	(imper.) get in!

'iθneen	two	ba <sup>C</sup> dma	(conj.) after
'iða	if	ba <sup>C</sup> iid ( <sup>C</sup> an)	far away (from)
'iðan	so, there- fore	bahar	sea (m.)
'ið-ðuhr	noon, noon- time (m.); at noon	balad	country; city, town (f.)
'umm	mother (f.)	banaat	(pl. of <u>bint</u> ) girls
'usbuu <sup>C</sup>	weak (m.)	bank	bank (m.)
'uteel	hotel (m.)	banned	(imper.) close! stop (engine)!
'uxt	sister (f.)	baqlaawa	baklava (f.)
<u>B</u>		bariid	mail; post (m.)
baab <sup>-</sup>	door (m.)	baya	he wanted
baaba yanuu	baked egg- plant mixed with sesame seed oil, served as an appe- tizer (m.)	bayeena	we wanted
baamya	okra (f.)	bayeet	I wanted
baarid	cold (m.)	bas	only
baaqi	rest, remainder (m.)	batrol	petroleum (m.)
ba <sup>C</sup> d	after; in (with time expression)	baṭṭiix	cantaloupes (m.)
ba <sup>C</sup> d ið-ðuhr	in the afternoon	bax/iif	tip (m.)
ba <sup>C</sup> deen	later; then	beet	house, home (m.)
		beeḍinjaan	(coll.) egg- plant (m.)
		beeḍinjaana	an eggplant (m.)
		beeḍ	(coll.) eggs (m.)
		beeḍa	an egg (f.)
		bi	for (price); by, by means of

B

binaaya	building (f.)
binni (f. <u>binniyya</u> )	brown
bint	girl (f.)
binti	my daughter
bahθ	research (m.)
buhuuθ	(pl. of <u>bahθ</u> ) researches
bukra	tomorrow
burtaqaal	(coll.) oranges (m.)
burtaqaala	an orange (f.)
burtaqaali (f. <u>burtaqaaliyya</u> )	orange

C

<sup>c</sup> aalii	high (m.)
<sup>c</sup> aalya	high (f.)
<sup>c</sup> aaʃir	tenth (m.)
<sup>c</sup> ala	(prep.) upon, on
<sup>c</sup> aleek	on, upon you (m.s.)
<sup>c</sup> aleetʃ	on, upon you (f.s.)
<sup>c</sup> amal	work, job (m.)

<sup>c</sup> amal	he made; he did
<sup>c</sup> an	(prep.) about
<sup>c</sup> arabi	Arabic (lang.); an Arab (m.)
<sup>c</sup> araf	he knew
<sup>c</sup> aʃara	ten
<sup>c</sup> aayla	family (f.)
<sup>c</sup> aayiltii	my family
<sup>c</sup> eeʃ	rice (m.)
<sup>c</sup> indak	you (m.s.) have, possess, own
<sup>c</sup> indii	I have, possess, own
<sup>c</sup> iʃriin	twenty
<sup>c</sup> umr	age (m.)
<sup>c</sup> umraha	her age

D

daftar	notebook (m.)
daraja	degree; step (f.)
darajat il-haraara	temperature (f.)
daras	he studied
dariiʃa	window (f.)
darzan	dozen (m.)
daxtoor (f. <u>daxtoora</u> )	doctor



<u>D</u>		<u>G</u>	
daxtoor 'asnaan	dentist (m.)	gabil	(prep.) before
daxtoorat 'asnaan	dentist (f.)	gabil sana	a year ago
diinaareen	two dinars	gabilma	(conj.) before
dima/q	Damascus (f.)	gahwa	coffee (m.)
dubayy	Dubai (f.)	gult	I said
		guul	(imper.) say!
		guul lii	say to me, tell me
<u>F</u>		<u>H</u>	
fahamt	you (m.s.), I, understood		
fatah	he opened		
fatte/ <sup>c</sup> alaa	(imper.) look for!	haaḍa	this (m.)
fawaakeh	fruits (f.)	haaḍi	this (f.)
fii	(prep.) in	hal?	interrogative particle (yes/ no questions)
fii yoom min il-'ayyaam	once upon a time	halhiin	now
fijel	(coll.) radishes (m.)	handasa	engineering; geometry (f.)
fijela	a radish (f.)	haḍaak	that (m.s.)
filem	film, movie (m.)	haḍeel	these (m. or f.)
filfel	(coll.) peppers (m.)	haḍiit/	that (f.s.)
filfela	a pepper (f.)	hin	they (f.p.)
foog	up; above	hini	here
fuluus	money (f.)	hiya	she; it (f.)
fursa	opportunity (f.)	hum	they (m.)
		hunaak	there; over there
		huwa	he; it (m.)

## H

ḥaaf	dry (m.)
ḥaakem	ruler (m.)
ḥaal	condition, state (m.)
ḥaalitʃ	your (f.s.) condition
ḥaarr	hot (m.)
ḥaaḍir	all right
ḥabb	he liked, loved
ḥabbeet	I liked, loved
ḥafiiz	office (m.)
ḥaliib	milk (m.)
ḥāmd	praise (m.)
ḥaraara	heat (f.); temperature
ḥatt	he put
ḥawaali	about, approximate- ly
ḥayaa	life (f.)
ḥayaatii	my life
ḥazza	time (f.)
ḥda <sup>C</sup> ʃ	eleven
ḥijra	room (f.)
ḥinna, nihna	we
ḥukuuma	government (f.)

ḥummos	crushed chick peas (garban- zoes) used as an appetizer (m.)
ḥutt	(imper.) put! place!

## J

jaami <sup>C</sup> a	university (f.)
jaay (min)	coming (from) sent by (m.)
jadiid	new (m.)
jahl	ignorance (m.)
jamiil	beautiful, handsome (m.)
janta	bag (f.), suitcase
jibin	cheese (m.)
jiddaam	(prep.) in front of
jihh	(coll.) water- melons (m.)
jihḥa	a watermelon (f.)
jizar	(coll.) carrots (m.)
jizara	a carrot (f.)
juu <sup>C</sup> aan	hungry (m.)

K

kaan	it (m.), he, was	kullahum	all of them (m.p.)
kaateb	clerk (m.)	kullakum	all of you (m.p.)
kabaab	kabob (m.)	kullana	all of us
kabiir	big; old; large (m.)	kunt	I was
kalaam	talk (m.)	kursii	chair (m.)
kalifoornya	California (f.)	kyaas	unit of weight = 2 lbs. approx.
kam?	how many? how much?		
kam 'is-saa <sup>C</sup> a?	what time is it?		
kam <sup>C</sup> umrak?	how old are you? (m.s.)		
kam yiṣiir?	how much is it?		
kamaan	also, too		
katab	he wrote		
kaθiir	a lot of; much; very		
keef?	how?		
kiilo	kilogram (m.)		
kiimaawi	chemical (m.)		
kitaab	book (m.)		
kull (il- <sup>C</sup> aayla)	all of, the whole of (the family)		
kull (yoom)	every, each (day)		
		L	
		laa	no
		laa taakil	don't eat! (m.s.)
		laazem	it is necessary that; must; should; have to
		laazem takuun	she, it should be (f.)
		laazem yakuun	he, it should be (m.)
		labnaan	Lebanon (f.)
		laham	(coll.) meat (m.)
		lahama	a piece of meat (f.)
		lamma, mata	when, as soon as
		leel	night(time), evening (m.)
		leeʃ?	why?

L

laa	no
laa taakil	don't eat! (m.s.)
laazem	it is necessary that; must; should; have to
laazem takuun	she, it should be (f.)
laazem yakuun	he, it should be (m.)
labnaan	Lebanon (f.)
laham	(coll.) meat (m.)
lahama	a piece of meat (f.)
lamma, mata	when, as soon as
leel	night(time), evening (m.)
leef?	why?

L

leet	light (m.)	madrasa	school (f.)
li-	for, to belonging to	makiina	engine, machine (f.)
li'ajel	for the pur- pose of, for, in order to, to	maktab	office (m.)
		maktaba	library (f.)
li'an	because	maktab il-bariid	the post office
lii	for me	maktuub	letter (m.)
liibya	Libya (f.)	malfuuf	(coll.) cabbage (m.)
liira	Lebanese pound = \$.30 approx. (f.)	malfuufa	a cabbage (f.)
loon	color (m.)	man	who?
luya	language (f.)	mara	woman (f.)
luubya	beans (f.)	marhaba	hello, hi
		marhabateen	hello, hi (lit. 'two <u>hi</u> 's)

M

maa	(with foll. verb) nega- tive par- ticle	mariiδ	patient, sick person (m.)
maaleh	salty (m.)	mariiδ	sick (m.)
maanillaah	God's pro- tection	markaz	center (m.)
ma <sup>c</sup>	with	marra	once (f.)
ma <sup>c</sup> rifa	knowledge (f.)	masa	evening, night (m.)
madani	civil (m.)	maser	Egypt (f.)
madiina	city (f.)	ma/ruu <sup>c</sup>	project (m.)
		mata?	when?
		mathaf	museum (m.)
		mataar	airport (m.)
		mat <sup>c</sup> am	restaurant (m.)

M

maw <sup>C</sup> id	appointment (m.)
mayy	water (m. or f.)
mikaniiki	mechanical (m.)
milh	salt (m.)
min	from
min faḍlak	if you (m.s.) please
min taraf	from; sent by (lit. 'from the side of)
mitzawwej	married (m.)
miḥel, miḥl	such as; like
miya	one hundred
miyateen	two hundred
mooz	(coll.) bananas (m.)
mooza	a banana (f.)
mu <sup>C</sup> allim (f. <u>muCallima</u> )	teacher
mudiir (f. mudiira)	director, manager
mufiid	useful (m.)
muhandis (f. <u>muhandisa</u> )	engineer
mumkin	perhaps, maybe
(hal) mumkin...?	Is it pos- sible that?

musaa <sup>C</sup> ed	assistant (m.)
mustanbat	greenhouse (m.)
mustanbataat	(pl. of <u>mustanbat</u> ) greenhouses
mustaffa	hospital (m.)
muf	(with foll. noun or phrase) not
mufkila	problem (f.)
muwaffaq	good luck (lit. 'lucky')
muwaḍḍaf (f. <u>muwaḍḍafa</u> )	employee

N

naam	(imper.) sleep! go to bed!
naam	he slept
naas	people (m.)
nabaat	plant (m.)
nabaataat	(pl. of <u>nabaat</u> ) plants
na <sup>C</sup> am	yes
naḍiif	clean (m.)
nazra <sup>C</sup>	we plant
nazzel	(imper.) lower down!
nihna	another form of <u>hinna</u> 'we'
nuss	half (m.)

N

nuss il-leel	midnight; half the evening
pamp	pump (f.)
pampaat	(pl. of <u>pamp</u> ) pumps

Q

qadiim	old; ancient; old (timer) (m.)
qalam	pen, pencil (m.)
qaliil	little; few, not much (m.)
qasiir	short; low
qatar	Qatar (f.)
qawii	strong (m.)
qisas	(pl. of <u>qissa</u> ) stories
qissa	story (f.)

R

raabi <sup>C</sup>	fourth (m.)
raadyoo	radio (m.)
raah	he went
ra'iis	boss; presi- dent of a university or a state (m.)

rabbet beet
raja <sup>C</sup>
rajil
ramaadi (f. <u>ramaadiyya</u> )

raqam	number (m.)
ratib	wet (m.)
raxiis	cheap (m.)
rub <sup>C</sup>	quarter (m.)
ruht	I went
ruuh	(imper.) go!

Y

yaali	expensive (m.)
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S

sa'al	he asked
saabi <sup>C</sup>	seventh (m.)
saa <sup>C</sup> a	hour; clock; watch (f.)
saa <sup>C</sup> ed	(imper.) help!
saadis	sixth (m.)
saba <sup>C</sup> miya	seven hundred
saba <sup>C</sup> ta <sup>C</sup> f	seventeen
sab <sup>C</sup> a	seven
sab <sup>C</sup> iin	seventy



f

fireb	he drank
fribna	we drank
fufna	we saw
fuyul	work (m.)
fukran	thank you
fuu?	what?
fwayy	a little (bit)

T

taasi <sup>C</sup>	ninth (m.)
ta <sup>C</sup> aalii	come! (imper.) (f.s.)
ta <sup>C</sup> baan	tired (m.)
ta <sup>C</sup> ref	she knows; you (m.s.) know
taht	(prep.) under; below
tajii	she comes; you (m.s.) come
tajiin	you (f.s.) come
tajuun	you (m.p.) come
talavizyoon	TV (m.)
talafoon	telephone (m.)

tirja <sup>C</sup>	she comes back; you (m.s.) come back
tasguun	you (m.p.) water, irrigate
teebel	table (f.)
tibyiin	you (f.s.) want
ti <sup>C</sup> mal	she makes, does; you (m.s.) make, do
tidfa <sup>C</sup>	she pays; you (m.s.) pay
tidfa <sup>C</sup> iin	you (f.s.) pay
tidfa <sup>C</sup> uun	you (m.p.) pay
tisa <sup>C</sup> ta <sup>C</sup> f	nineteen
tis <sup>C</sup> a	nine
tis <sup>C</sup> iin	ninety
tisi <sup>C</sup> miya	nine hundred
ti/rab	she drinks; you (m.s.) drink
ti/tiri	she buys; you (m.s.) buy
titkallam	you (m.s.) speak; she speaks
tkallam	(imper.) speak!
trawwiinii	you (m.s.) show me; she shows me
triid	you (m.s.) want; she wants



T

triidiin	you (f.s.) want
triiduun	you (m.p.) want
truuh	you (m.s.) go; she goes
truuhiin	you (f.s.) go
tisaafer	you (m.s.) travel
tuffaah	(coll.) apples (m.)
tuffaaha	an apple (f.)
tuunis	Tunisia (f.)

T

tab <sup>c</sup> an	certainly; of course
tahraan	Teheran (f.)
tamaat	tomatoes (f. or m.)
taqs	weather (m.)
tawiil	tall; long (m.)
tawiil il <sup>c</sup> -umr	may he live long!
tayyaara	airplane (f.)
tayyeb	delicious (m.)

θ

θaaliθ	third (m.)
θaamin	eighth (m.)
θaanii	second (m.)
θalaaθa	three
θalaaθiin	thirty
θalaθmiya	three hundred
θalat <sup>c</sup> ta <sup>c</sup> f	thirteen
θamaaniin	eighty
θamaanya	eight
θamanmiya	eight hundred
θamanta <sup>c</sup> f	eighteen
θna <sup>c</sup> f	twelve

δ

δahabi (f. <u>δahabiyya</u> )	gold
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δ

δa <sup>c</sup> iif	thin; weak (m.)
δahak	he laughed
δaruuri	necessary (m.)
δayt	pressure (m.)
δeef	guest (m.)
δuyuuf	guests (m.)

<u>W</u>		<u>X</u>	
wa, w	(conj.) and	xaamis	fifth
waahed	one (m.)	xalf, wara	behind
waahed min	one of	xamsa	five
walaakin	but	xamsiin	fifty
walad	boy; child; son (m.)	xamsmiya	five hundred
wallaahi	gee!by God!	xamsta <sup>C</sup>	fifteen
waqt	time (m.)	xass	(coll.) lettuce (m.)
wara, xalf	behind	xassa	a head of lettuce (f.)
wasalt	I reached, arrived at (in)	xiḡar	vegetables (f.)
wasex	dirty (m.)	xuḡ	(imper.) take!
wazaara	ministry(f.)	xuḡnii	(imper.) take me!
wazaarat il-maaliyya	Ministry of Finance (f.)	xyaar	(coll.) cucumbers (m.)
wazaarat il-batroot	Ministry of Petroleum (f.)	xyaar	a cucumber (f.)
wazaarat il-ma <sup>C</sup> aaref	Ministry of Education (f.)		
wazaarat is-sihha	Ministry of Health (f.)	yaa	(vocative particle) O!
waziir	minister(m.)	ya <sup>C</sup> nii	that is to say; I mean...
ween?	where?		
ween msaafer?	Where are you travel- ing(m.s.)?	yihassel	he finds; he gets
wilaaya	state (f.)	yisallem	he protects; he keeps safe
		yisiir	he, it (m.) becomes; changes into

Y

yitkallam	he speaks
yitbax	he cooks
yoom	day (m.)
yoom il-xamiis	on Thursday
yoom is-sabt	on Saturday

Z

zawijtii	my wife
zawja	wife (f.)
zeen	fine, good (m.); O.K.
zibda	a bar of butter (f.)
zibid	(coll.) butter (m.)
ziraa <sup>C</sup> a	agriculture (f.)
ziraa <sup>C</sup> ii	agricultural (m.)